

Government
Publications

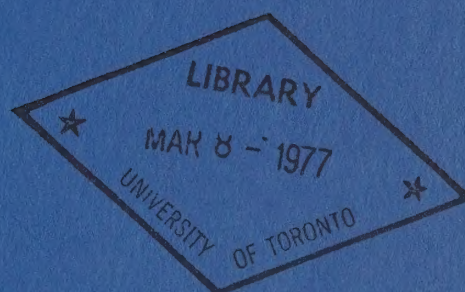
SECONDARY/POST-SECONDARY

INTERFACE STUDY

PROJECT I

ROLES AND RESPONSIBILITIES OF THE
SECONDARY AND POST-SECONDARY INSTITUTIONS

1976



CANADIAN FACTS

CA20ND9
-76525

SECONDARY/POST-SECONDARY
INTERFACE STUDY
PROJECT I

ROLES AND RESPONSIBILITIES OF THE
SECONDARY AND POST-SECONDARY INSTITUTIONS

1976

JOINTLY FUNDED BY:

Ministry of Colleges
and Universities
6th Floor, Mowat Block
Toronto, Ontario

Ministry of Education
17th Floor, Mowat Block
Toronto, Ontario

CONDUCTED BY:

CANADIAN FACTS CO. LIMITED

160 Bloor Street East, Toronto, Ontario
Telephone: (416) 924-5751

1390 Sherbrooke St. West, Montréal, Québec
Telephone: (514) 842-1734



Digitized by the Internet Archive
in 2024 with funding from
University of Toronto

<https://archive.org/details/31761118918168>

ORDER OF CONTENTS

OVERVIEW

INTRODUCTION TO THE MAIN SUMMARY OF FINDINGS

FOREWORD

- I BACKGROUND
- II OBJECTIVES OF THE RESEARCH
- III RESEARCH METHODOLOGY
 - A. Educators
 - 1. Sample Design
 - 2. Weighting
 - 3. Questionnaire Development
 - 4. Execution Of The Fieldwork
 - 5. Completion Rates
 - B. The General Public (Including Students)
 - 1. Sample Design
 - 2. Weighting
 - 3. Questionnaire Development
 - 4. Execution Of The Fieldwork
 - 5. Completion Rates
- IV STATISTICAL TOLERANCES
 - 1. Interpretation--Percentages
 - 2. Average Ratings
- V RESULTS

	<u>Page</u>
GENERAL SUMMARY--EDUCATORS	1
Introduction	1
1. THE ROLE OF SECONDARY AND POST-SECONDARY EDUCATION	2
A. Assessment Of The Secondary School System	
1-a) Objectives	2
1-b) Other Important Objectives For Secondary Schools	6
2-a) Perceived Success Of Secondary Schools In Meeting Stated Objectives--Among Secondary School Teachers	8
2-b) Perceived Success Of Secondary Schools In Meeting Objectives--University And CAAT Faculty	12
3-a) Overall Evaluation Of Student Achievement At Secondary Schools	14
3-b) Variations In Attitudes Toward Overall Achievement--By CAAT And University Faculty	16
4-a) Reasons For Stating Student Achievement Has Improved--Among Secondary School Teachers	18
4-b) Reasons For Stating Student Achievement Has Deteriorated--Among Secondary School Teachers	20
4-c) Reasons For Stating Student Achievement Has Deteriorated--Among CAAT And University Faculty	22
5. Proficiency Of Secondary School Graduates In Particular Skills--Assessed By Secondary School Teachers	24
6. Attitudes Toward Specific Secondary School System Issues	28

	<u>Page</u>
B. Assessment Of The University System	
7-a) Objectives	32
7-b) Perceived University Objectives--Among Secondary School Teachers	34
7-c) Other Important Objectives For Undergraduate Schools At University	36
8. Perceived Success Of Universities--Among University Faculty	38
9-a) Assessment Of The Overall Achievement Of Students At Undergraduate Schools Of Ontario Universities	40
9-b) Assessment Of The Overall Achievement Of Students--Among Various Program Areas Of University Faculty	42
10-a) Reasons For Stating Student Achievement Has Improved--University Faculty	44
10-b) Reasons For Stating Student Achievement Has Deteriorated--University Faculty	46
10-c) Reasons For Stating Student Achievement At Universities Has Improved Or Deteriorated--Secondary School Teachers .	48
11-a) Proficiency Of Secondary School Graduates In Particular Skills--Assessed By University Faculty	50
11-b) Methods Of University Response To Deterioration In Basic First Language And Math Skills--Stated By University Faculty Claiming Deterioration	52
12. Attitudes Toward Specific University System Issues	54
C. Assessment Of The College Of Applied Arts And Technology System	
13-a) Objectives	58
13-b) CAAT Objectives--Secondary School Teachers	60
14. Perceived Success Of CAATs--Among CAAT Faculty	62

	<u>Page</u>
15. Assessment Of The Overall Achievement Of Students At CAATs	64
16-a) Reasons For Stating Student Achievement Has Improved--CAAT Faculty	66
16-b) Reasons For Stating Student Achievement At CAATs Has Improved--Among Secondary School Teachers	68
16-c) Reasons For Stating Student Achievement At CAATs Has Deteriorated--Among Secondary School Teachers	70
17-a) Proficiency Of Secondary School Graduates In Particular Skills--Assessed By CAAT Faculty	72
17-b) Methods Of CAAT Response To Deterioration In Basic First Language And Math Skills-- Stated By CAAT Faculty Claiming Deterioration	74
18. Attitudes Toward Specific CAAT System Issues	76
 11. STRUCTURE OF SECONDARY AND POST-SECONDARY EDUCATION	 80
19-a) Attitudes Toward Compulsory Core	80
19-b) Compulsory Core Subjects	82
19-c) Compulsory Subjects--SSGD Level	84
i) First Language	86
ii) Mathematics	87
iii) Science	88
iv) History	89
20. Course Content	90
21-a) Secondary School Student Achievement-- SSGD Compulsory Core Subjects	92
21-b) Achievement--SSHGD Compulsory Core Subjects	94
21-c) Achievement--SSGD Non-Compulsory Subjects	96
21-d) Achievement--SSHGD Non-Compulsory Subjects	98

	<u>Page</u>
22. Attitudes Toward Grade 13	100
23. Attitude Toward Remedial Courses	102
24. Attitudes Toward Admission Into Post-Secondary Institutions	104
25. Admission Requirements At University	106
26. Best Method Of Assessing Students For Admission Into Universities	108
27. Admission Requirements At CAATs	110
28. Best Method Of Assessing Students For CAAT Admission	112
29. Course Overlap Between Secondary And Post-Secondary Levels	114
30. Communications	116
31. Profile Of Educators	118
31-a) Secondary School Teachers	118
31-b) University Faculty	120
31-c) CAAT Faculty	121
GENERAL SUMMARY--GENERAL PUBLIC AND STUDENTS ...	122
Introduction	122
1. THE ROLE OF SECONDARY AND POST-SECONDARY EDUCATION	123
A. Assessment Of The Secondary School System	
1-a) Objectives Of The Secondary School System	123
1-b) Objectives Of Secondary School System For Different Groups Of Students-- General Public	126
1-c) Objectives Of Secondary School System For Different Groups Of Students-- Students	130
2. Perceived Success Of Secondary School System	134

	<u>Page</u>
3-a) Overall Evaluation Of Quality Of Education Received At Secondary Schools	138
3-b) Variations In Perceived Quality Of Education--Among General Public	140
3-c) Variations In Perceptions Of The Overall Quality Of Secondary Education--Family Composition And Education Of Children ...	142
3-d) Variations In Perceptions Of The Overall Quality Of Secondary Education-- Among Students	144
4-a) Reasons For Stating Quality Of Secondary Education Received By Students Has Improved	146
4-b) Reasons For Stating Quality Of Education Received By Students Has Deteriorated ...	148
5. Proficiency Of Secondary School Graduates In Particular Skills	150
6. Attitudes Toward Secondary Schools And Students	154
6-a) Student Related Attitudes	155
6-b) Attitudes Related To Areas Of Concentration In Secondary Schools	158
6-c) Attitudes Regarding Standards And Quality	162
6-d) Attitudes Towards Financing And Size	164
 B. Assessment Of The University System	
7. Objectives Of The University System	168
8. Perceived Goals And Successes Of The University System--Among University Students	170
9. Overall Success Of Universities In Achieving Important Objectives	172
10-a) Overall Assessment Of Quality Of Education Received By Students At Universities	174

	<u>Page</u>
10-b) Variations In Perceived Quality Of The University System Among The General Public	176
10-c) Variations In Perceived Quality Of Education At Universities--Among Students	178
11-a) Reasons For Stating Quality Of Education Received By Students Has Improved	180
11-b) Reasons For Stating Quality Of Education Received By Students Has Deteriorated ...	182
12-a) Attitudes Toward Universities And University Students--Among The General Public	184
12-b) Attitudes Toward Universities And University Students--Among Students	188
13. Attitudes Of University Students To Specific Issues Related To The Interface	194
 C. Assessment Of The CAAT System	
14. Objectives Of The CAAT System	196
15. Perceived Success Of The CAAT System-- Among CAAT Students	198
16. Overall Success Of CAATs In Achieving Important Objectives	200
17-a) Overall Assessment Of Quality Of Education Received At CAATs	202
17-b) Variations In Perceived Quality--Among The General Public	204
18. Reasons For Stating Quality Of Education Received By Students At CAATs Has Improved	206
19-a) Attitudes Toward CAATs And CAAT Students--Among The General Public	208
19-b) Attitudes Toward CAATs And CAAT Students--Among Students	212
20. Attitudes Of CAAT Students To Specific Issues Related To The Interface	216

	<u>Page</u>
II. STRUCTURE OF SECONDARY AND POST-SECONDARY EDUCATION	218
21-a) Attitudes Toward Compulsory Core	218
21-b) Variations In Attitudes Toward Compulsory Core--Among The General Public	220
21-c) Variations In Attitudes Toward Compulsory Core--Among Students	222
22-a) Compulsory Core Subjects	224
22-b) Compulsory Subjects--Level-- General Public	226
22-c) Compulsory Subjects--Level-- Among Students	228
23-a) Method Of Assessing Student Proficiency-- SSGD	230
23-b) Method Of Assessing Student Proficiency--SSHGD	232
24-a) Attitudes Related To University Admission Practices--General Public	234
24-b) Attitudes Related To University Admission Practices--Students	236
25-a) Attitudes Toward CAAT Admission Practices--General Public	238
25-b) Attitudes Toward CAAT Admission Practices--Students	240
26. Attitude Toward Grade 13	242
27. Profile Of Respondents	244
27-a) General Public	244
27-b) Students	246
ADDENDUM.....	248

TECHNICAL APPENDIX (Volume II)

DETAILED TABLES (Indexed) (Volume II)

FIELD MATERIALS (Volume II)

OVERVIEW

I. INTRODUCTION

The research findings reported herein are based on the results of a number of opinion surveys conducted in the spring and summer of 1976. The research program was designed to assess the perceptions of individuals regarding the roles and responsibilities of secondary and post-secondary institutions, with particular reference to the interface between these two levels.

Random samples of individuals from each of the following five population groups were selected:

- the general public (defined as those eligible to vote in an Ontario provincial election);
- secondary school students (defined as those attending Grade 12 or Grade 13 at an Ontario public secondary school in the 1975/76 school year), and post-secondary school students (defined as those attending undergraduate schools at an Ontario university or attending a college of applied arts and technology in the 1975/76 school year);
- secondary school teachers (defined as those teaching Grade 12 and/or Grade 13 courses);
- university faculty (defined as those teaching undergraduate courses at an Ontario university);
- college of applied arts and technology faculty (defined as those teaching year 1 and/or 2 and/or 3 level, post-secondary courses at an Ontario CAAT).

Members of the general public and students were personally interviewed in their homes by Canadian Facts' interviewers during July and August, 1976. In the case of educators, questionnaires were distributed to pre-selected faculty at the institutions where they taught. The self-completed questionnaires were retrieved by a representative of, or mailed back to, Canadian Facts. Data collection took place from March through to June, 1976.

Analysis is based on the following number of completions achieved among members of each population group.

	<u>Actual Number Of Completions</u> #
General Public	1004
Students	371
Secondary School Teachers	567
University Faculty	439
CAAT Faculty	403

II. SUMMARY OF FINDINGS

A. THE SECONDARY SCHOOL SYSTEM

1. The Goals Of Secondary Education

At this point in time, the voting public, educators and students at both the secondary and post-secondary levels concur on the level of importance that should be placed on specific goals that might be established for publicly funded secondary schools in the Province of Ontario. Development of first language skills, problem-solving skills and fostering of a positive attitude toward learning are perceived to be the primary goals of a secondary school education. While members of the general public also feel that development of students' individual and social responsibilities and values (such as encouraging students' self-discipline, respect for authority, ability to work independently and ability to get along and work with others) should be established as a primary goal of the secondary school system, students and educators do not feel this objective is of primary importance. There is one exception, however. In general, secondary school teachers tend to regard the development of interpersonal skills as a more important objective of their system than do post-secondary educators and feel that this should be considered as a primary objective for those students who plan to enter the labour force after secondary school.

Goals which are seen to be of secondary importance are those which deal with the acquisition of specific knowledge, for either academic or career related reasons, and career counselling. Although not regarded as primary, acquisition of academic knowledge is perceived by educators to be a relatively important objective for university bound students, and vocational training and counselling is perceived to be a relatively important objective for work bound students.

2. The Success Of The Secondary School System Regarding Achievement Of These Objectives

Among educators at the post-secondary level, those objectives which are considered to be of primary importance, namely, development of first language skills, problem solving skills and the fostering of a positive attitude toward learning, are least likely to be viewed as 'successfully' achieved by today's secondary school system. The system is, however, thought to be relatively successful, at least among educators at the receiving institutions, in nurturing personal growth and development and fostering individual and social responsibilities and values among students. While secondary school teachers might hold similar convictions, in general, they tend to view their system as doing a better job of accomplishing both primary and secondary level objectives among students. Secondary school teachers feel the current system develops personal skills as well as it develops problem solving skills among secondary school students.

Perhaps of greatest significance is educators' lack of confidence that the system is successfully achieving what is perceived to be one of the most important goals of a

secondary school education: development of first language skills. Secondary school teachers, university and CAAT faculty agree that basic language skills have deteriorated.

		Percent In Each Case Stating Basic Language Skills Have:		
		<u>Improved</u>	<u>Remained The Same</u>	<u>Deterio- rated</u>
<u>Secondary School Teachers Evaluating ...</u>				
University Bound				
Students	%	6	16	72
CAAT Bound Students	%	4	16	67
Work Force Bound Students	%	5	16	68
<u>CAAT Faculty Evaluating ...</u>				
CAAT Entrants	%	6	15	70
<u>University Faculty Evaluating ...</u>				
University Entrants	%	2	16	69

Members of the voting public and student populations also tend to be critical of the secondary school system's ability to develop basic language skills among students, particularly the ability to use correct grammar and spelling, and to express ideas clearly in written form. When asked to compare student performance over time in basic reading and writing skills, 54% of the general public and 59% of the students say such performance has 'deteriorated'. The level of criticism is similar across most population sub-groups but tends to be particularly high among the better educated (those who have had at least some post-secondary education) and students currently attending university.

Related to the belief that basic language skills have deteriorated is the belief among both students and members of the general public that schools do not place enough emphasis on reading and writing skills. About 7-in-10 students and an equally high proportion of the general public agree with the statement, "there is not enough emphasis on reading and writing skills in high schools".

Regarding development of interpersonal skills, there is the perception among members of the general public and among students that the secondary school system helps develop a student's ability to work well or get along well with others. While students believe that the education they receive at secondary schools also teaches them respect for authority and helps them to develop self-discipline, members of the general public maintain the opinion that secondary school education fails to achieve these goals very well.

Despite the fact that students feel the system is somewhat more successful in developing their respect for authority than it is in achieving objectives considered to be more important, a sizeable proportion agree that secondary schools do not provide an atmosphere which encourages student respect for authority.

		Percent In Each Case Stating ...		
		Neither Agree Nor		
		<u>Agree</u>	<u>Disagree</u>	<u>Disagree</u>
<u>High Schools Provide An Atmosphere Which Encourages Student Respect For Authority:</u>				
General Public	%	21	18	58
Students	%	21	20	60
<u>There Is Not Enough Discipline In The Secondary Schools:</u>				
General Public	%	69	12	16
Students	%	48	20	32

With respect to skill development in mathematics, about half of the educators believe that proficiency has deteriorated over time. However, among those educators who are probably in the best position to evaluate, that is, those who teach mathematics at secondary school or who teach a related discipline such as science or technology at a post-secondary institution, a substantially higher proportion than 50% believes there has been some erosion of proficiency in math skills.

Members of the general public and student populations are less likely than educators to claim that some deterioration in math skills has occurred. In fact, the public's opinions are quite varied regarding student proficiency in mathematics, with 25% of the public stating that performance of secondary school graduates has improved, 31% stating that it has remained the same and 35% stating that it has deteriorated. Among the student population, 38% say performance in math skills has improved, 30% say it has remained the same and 28% say it has deteriorated.

3. Overall Assessment Of The System

-a) Assessment

Post-secondary educators are fairly critical of the level of achievement of secondary school graduates who enter an institute of higher learning. Referring to their respective entrants, only 25% of the CAAT faculty and 27% of the university faculty believe that the level of achievement at secondary school has either remained the same or has improved. The balance in each case feels that achievement has deteriorated.

While secondary school teachers tend, on average, to be less critical of the achievement of their students, a sizeable proportion believes that there has been some erosion in achievement, particularly among university or work bound students. In fact, about 52% of secondary school teachers feel that the university entrant today is not as well prepared as he used to be, and 46% feel that achievement of work bound students has deteriorated.

Perhaps the most difficult thing to reconcile is the divergence in opinion between secondary school teachers and CAAT faculty regarding achievement of the CAAT bound student.

Percent Stating Level Of Achievement
Of CAAT Bound Student Has ...

	<u>Improved</u>	<u>Remained The Same</u>	<u>Deteriorated</u>
--	-----------------	------------------------------	---------------------

Evaluation Among:

Secondary School Teachers	%	31	26	37
CAAT Faculty	%	14	11	74

CAAT faculty's expectations of entrants may be too high, or secondary school teachers' perceptions of CAAT requirements may be too low.

The assessment of the general public regarding the quality of education received at secondary schools over the last ten years approximates that of the secondary school teachers. About 31% of the general public say the quality has improved and 46% say it has deteriorated. In general, while students are more likely than members of the general public to feel that the quality of education at secondary schools has improved, the views of students at university are similar to those of the general public.

-b) Reasons For Perceived Deterioration

Lack of facility in first language skills and math skills are most often cited by CAAT faculty as reasons for believing that the level of achievement of secondary school students has deteriorated. Although university educators who feel there has been deterioration in the performance of secondary school students also mention deficiencies in first language and math skills as reasons for their opinion, university educators tend to mention these reasons less frequently than do CAAT educators. University educators are more likely than their counterparts at CAATs to mention system related reasons, such as lowering of standards, lack of common uniform standards, or the credit system.

Those secondary school teachers who maintain the opinion that overall achievement has deteriorated most often fault the system per se. Reasons include lowering of scholastic standards, weakness of the credit system, lack of uniform standards and lack of uniform curriculum content.

The concern of educators regarding the credit system is also reflected in the expressed level of agreement to the following attitudinal statements.

		Percent Of Educators Stating ...		
			Neither Agree Nor	
		<u>Agree</u>	<u>Disagree</u>	<u>Disagree</u>
<u>A System Which Allows Student Selection Of Courses Places Too Much Responsibility On Students To Determine What They Need To Know:</u>				
Secondary School Teachers	%	75	5	20
University Faculty	%	76	7	16
CAAT Faculty	%	78	5	17
<u>A System Which Allows Student Selection Of Courses Enhances Personal Growth And Development:</u>				
Secondary School Teachers	%	54	7	37
University Faculty	%	35	13	51
CAAT Faculty	%	31	10	51

Educators generally agree that the credit system places too much responsibility on students to determine what they need to know, and they are not necessarily convinced that the system enhances personal growth and development (one of the intended objectives of the credit system).

Students and members of the general public express very similar reasons for their impression that there has been deterioration in the quality of secondary school education, faulting the system for the perceived deterioration in the quality of education. The three main criticisms are insufficient emphasis on basic skill development, poor teaching quality and the weakness of the credit system. The response of the general public to a number of related attitudinal statements serves to highlight these views.

		<u>Percent Stating ...</u>		
			<u>Neither</u>	
			<u>Agree</u>	
			<u>Nor</u>	
		<u>Agree</u>	<u>Disagree</u>	<u>Disagree</u>
<u>Some Schools Make It Easier Than Others For Students To Obtain High Marks:</u>				
General Public	%	51	34	13
Students	%	74	16	11
<u>The Quality Of High School Teaching Has Improved Over Time:</u>				
General Public	%	33	26	38
Students	%	38	27	33
<u>It Is More Difficult To Obtain A High School Diploma Than It Used To Be:</u>				
General Public	%	16	19	62
Students	%	14	23	63

Members of the general public and students in particular seem to feel that there is no uniformity of standards across secondary schools. Also, they do not feel it is more difficult to obtain a secondary school diploma than it used to be. Students and members of the general public have not reached any consensus of opinion with respect to any change in the quality of teaching.

-c) Reasons For Perceived Improvement

Those secondary school teachers who feel student achievement has improved most often cite changes in the personal characteristics of the students (more mature, sophisticated, self-confident) and students' general preparation (better prepared) as reasons for their belief.

The system itself, that is, better teachers and facilities, and more flexibility in terms of courses and more choices offered, is singled out by both the public and students as the principal reason for the perception that the quality of education has improved over the last ten years.

4. Attitudes Of The General Public And Students Toward
Secondary School Students And The System

-a) Student Related Attitudes

Individuals are more likely to agree, that students do not have as much respect for a secondary school education as they used to and that students place less value on a secondary school education, than they are to disagree with these statements. Further, there is a tendency on the part of both the public and students to believe that students are not working as hard as they used to. Undoubtedly, these impressions of today's secondary school students relate to the concern expressed by a substantial number of people about the quality of education received at secondary schools.

-b) Attitudes Toward Financing And Communication

Despite concerns about the quality of education received at secondary schools, only about one-quarter of the population feels that additional money should be spent on secondary school education. While it cannot be assumed that people believe there would be no improvement in the quality of secondary school education if more funds were available, results of this study indicate that people are undecided as to whether the money currently spent on education is being well spent. This in part may explain their reluctance to commit more money to secondary school education. In part, these opinions may also be related to the perception that there are communication problems between 'high schools' and the public. The majority of the general public feels that secondary schools do not do a good job of explaining their objectives to the public, and about 40% feel that educators do not pay enough attention to the views of parents. (The remainder in each case either holds the opposite view or expresses no opinion.)

5. Structure Of The Secondary School System

-a) Grade 13

Most secondary school teachers feel that Grade 13 should not be abolished. Post-secondary educators, while less likely than secondary school teachers to believe that Grade 13 should be retained, are still fairly committed to the five year secondary school system.

		<u>Percent In Each Case Stating Retain Grade 13</u>
Secondary School Teachers	%	79
University Faculty	%	53
CAAT Faculty	%	61

There is also a fairly high level of opposition to the idea of eliminating Grade 13 among students and members of the general public--only about one-quarter in each case agree that Grade 13 should be abolished. The balance either has no opinion (24% of the public and 14% of students) or feels that Grade 13 should be retained.

-b) Compulsory Core

The teaching profession is virtually unanimous in its belief that there should be compulsory core subjects at public secondary schools in Ontario. Further, most think that a compulsory core is necessary for all students, irrespective of their future plans. This opinion is maintained by 91% of secondary school teachers, 79% of university faculty and 85% of CAAT faculty.

Among those educators at all three types of institutions who want compulsory core, there is almost universal agreement that first language (English/français) and mathematics should be made compulsory subjects. A very high proportion of educators also feels that science and history should be compulsory.

Other subject areas viewed to be important possibilities among those who want compulsory core were:

- social/political/computer science, geography--mentioned by 57% of secondary school teachers, 42% of university faculty and 49% of CAAT faculty;
- second language (French/anglais)--mentioned by 41% of secondary school teachers, 60% of university faculty and 47% of CAAT faculty.*

Nearly all educators agree that first language should be a compulsory subject for students in Grades 9 through 12, and between 70% and 80% state that it should be compulsory in Grade 13. About 55% of all secondary school teachers and two-thirds or more of the post-secondary faculty see the need to carry mathematics as a compulsory subject in Grades 9 through 12. Seven-in-ten or more believe mathematics should be compulsory through Grades 9, 10 and 11, and over 8-in-10, only through Grades 9 and 10. With

* It should be pointed out that a somewhat smaller proportion of educators mentioned each subject noted above when asked to specify subjects that should be made compulsory in an SSHGD program. The proportions reported above refer to responses obtained when considering an SSGD program.

the exception of CAAT faculty, relatively few educators believe that mathematics should be compulsory in Grade 13--36% of secondary school teachers, 46% of the university faculty and 60% of the CAAT faculty state that mathematics should be compulsory in Grades 9 through 13.

Members of the general public and students, particularly those studying at a university, generally tend to agree with the views of educators regarding the need for compulsory core subjects. Most feel that first language and mathematics should be compulsory for students from Grade 9 until graduation.

-c) Course Content

Not only do educators feel that there should be compulsory core subjects but also, they tend to agree that course content should be standardized for those subjects which are designated compulsory. Standardization of course content for non-compulsory subjects receives little support from educators. Only about 2-in-10 favour uniform course content for all subjects, whereas about 6-in-10 secondary school teachers and university faculty and almost 7-in-10 CAAT faculty favour uniformity of content only for compulsory subjects.

-d) Standardized Achievement And Methods Of Assessing Student Proficiency

In general, the majority of educators (in fact about 9-in-10) feels that students should be required to attain a standard level of achievement before being granted either an Ontario Secondary School Graduation Diploma or an Honour Graduation Diploma. And, although educators do not feel

the need to have uniform course content in non-compulsory subjects, they do indicate that a standard level of achievement should be attained in both compulsory and non-compulsory core subjects before students are granted an SSGD or SSHGD.

Educators do, however, tend to differ in their views as to which methods should be used to determine student proficiency at secondary schools. Both university and CAAT educators are more likely than secondary school teachers to indicate a desire for some external form of evaluation, that is, one that is outside the responsibility of the secondary schools, such as provincial examinations or standardized achievement tests, to determine students' proficiency in compulsory subjects. In fact, about 80% of CAAT educators believe that an external method of evaluation for compulsory subjects should be required before students are given an SSGD, and 80% of university faculty believe that such should be the case when considering an SSHGD.*

Nevertheless, post-secondary educators, like those secondary school teachers who indicate the desire for external evaluation to determine student proficiency in compulsory subjects, most often select an external method in combination with 'an evaluation by teachers'.

Regarding non-compulsory subjects, educators in each case are less likely to indicate the need for an external method of evaluation than they do when asked about compulsory subjects. But a similar pattern of response does

* The base for percentages is those educators who state there should be a standardized level of proficiency in compulsory subjects, that is, 93% of all educators.

exist. Educators at the secondary school level (62%) are more likely than those at the post-secondary level (just over 45%) to specify school set examinations (with or without an evaluation by teachers) as the best method of evaluating student achievement in non-compulsory subjects.*

When considering the SSGD, about half of the general public state a preference for some form of externally imposed evaluation, with the majority favouring provincially set exams combined with teacher evaluations. A somewhat larger proportion would require the aforementioned method of evaluation before granting an Honour Graduation Diploma.

About two-thirds of the student population tend to believe that evaluation of achievement before students are granted a Secondary School Graduation Diploma should be the responsibility of the individual schools. About half feel that an external evaluation is a good idea before students are granted an Honour Diploma.

-e) Attitude Toward Remedial Courses

The profession strongly believes that remedial courses should be offered at public secondary schools where necessary to bring student performance to a common acceptable level. Almost all educators feel that remedial courses should be offered, if required, to improve first language and math skills.

* The base for percentages is those educators who state there should be a standardized level of proficiency in non-compulsory subjects, that is, 79% of secondary school teachers, 71% of university faculty and 81% of CAAT faculty.

		Percent In Each Case Stating ...		
		Neither Agree Nor		
		<u>Agree</u>	<u>Disagree</u>	<u>Disagree</u>
<u>Remedial Courses Should Be Offered (Where Necessary) In Secondary Schools To Bring Student Performance To A Common Acceptable Level:</u>				
Secondary School Teachers	%	82	7	9
University Faculty	%	82	7	9
CAAT Faculty	%	92	4	6

		Percent Of ... Stating 'Agree':		
		<u>Secondary School Teachers</u>	<u>Univer- sity Faculty</u>	<u>CAAT Faculty</u>
		%	%	%
<u>Remedial Courses Should Be Offered In:</u>				
Language skills		91	89	95
Mathematics skills		87	79	90

B. THE UNIVERSITY SYSTEM

1. The Goals Of University Education

University faculty and secondary school teachers agree that the primary goals of an undergraduate university education should be those goals which relate to acquiring 'academic' knowledge rather than those which relate to personal improvement or professional training. Developing an understanding of the theoretical principles of a discipline or field, developing problem solving skills and encouraging students to adopt a positive attitude toward learning are regarded by educators as the most important objectives that could be established at university undergraduate schools in Ontario. Educators feel that fostering individual and social responsibilities and values and nurturing personal growth should be regarded as second-level objectives. Universities should place least emphasis on developing first language skills, according to both the university educators and secondary school teachers. It will be remembered that development of first language skills is clearly viewed as a primary objective of secondary school education. As such, it is understandable that educators do not feel this goal should be given a predominant role at the university undergraduate level.

It should also be noted that neither the universities nor the secondary schools are regarded by educators as having a primary responsibility for the personal growth or development of students, or in fostering individual and social responsibilities and values in students. Educators express the opinion that these objectives should assume some importance, but not primary importance at either the secondary or post-secondary (university) levels.

While both secondary school teachers and university faculty agree that 'professional training' should not be regarded as a primary goal of an undergraduate education, secondary school teachers tend to place more emphasis on this possible role than do university educators. The importance, relative to secondary school teachers, that university faculty assign to the universities' role in professional training is illustrated below.

		Percent Of Educators Stating ...		
		Neither Agree Nor		
		<u>Agree</u>	<u>Disagree</u>	<u>Disagree</u>
<u>Universities Should Be More Responsive To The Needs Of The Market Place:</u>				
University Faculty	%	33	18	49
Secondary School Teachers	%	55	13	31

Not only do members of the general public and students feel that 'academic' oriented kinds of goals should be stressed at universities, but these individuals also feel it is very important that universities provide students with professional skills. In fact, professional training is considered to be one of the primary objectives of university training. The emphasis on professional skill development among the general public and students may, in part, be related to the fact that they were asked to consider Ontario universities in general, not simply the undergraduate schools. Nevertheless, the attitudes maintained by a sizeable proportion of the public and students

indicate concern about the value of a general arts' education today.

		Percent Stating ...		
			Neither Agree Nor	
		<u>Agree</u>	<u>Disagree</u>	<u>Disagree</u>
<u>A General Arts Education Has Very Little Value In Today's Society:</u>				
General Public	%	45	23	26
Students	%	48	16	32
University Students	%	54	8	37

Universities Should
Concentrate On Providing
Professional Skills
Rather Than Academic
Skills:

General Public	%	39	26	29
Students	%	40	21	34
University Students	%	35	19	44

2. The Success Of Universities Regarding
Achievement Of Objectives

Generally, university faculty believe they have been relatively successful in achieving a number of their primary objectives. Specifically, they feel they have been successful in developing an understanding of the theoretical principles of a discipline or a field and in developing problem solving skills among university undergraduate students. Although it is not a primary objective in their view, at least for undergraduate schools, educators also

feel that universities have quite successfully developed students' professional skills. If the universities are regarded as having done a relatively poor job, by university faculty members, it is with respect to encouraging students to adopt a positive attitude toward learning.

With few exceptions, university students' impressions are not very different from those of the faculty. Universities have met the following objectives most successfully, according to university students:

a) providing students with knowledge in particular subjects,

and b) providing students with specific professional skills.

Universities are not, however, particularly well regarded by students (unlike the faculty) in terms of goal achievement in the area of developing students' problem solving skills. Furthermore, students maintain that development of student creativity and imagination should be an important goal of a university education, and it is a goal which is not perceived to be successfully achieved.

3. Overall Assessment Of The University System

Secondary school teachers and university faculty do not differ in their assessment of the current level of overall achievement of students at universities in comparison with the level attained by students in the past. About 2-in-10 say that achievement has improved, over 2-in-10 say it has remained the same, and the remainder (45% in the case of secondary school teachers and 49% in the case of university faculty) state that achievement has deteriorated. The perceptions of students and the general public regarding the quality of education received at univer-

sities over the last ten years are more positive than those of the educators. A relatively small proportion of the public and students (less than 20%) feels that the quality of university education has deteriorated over time. In fact, about 41% of the general public and 49% of the student population feel that the quality of education has improved.

The members of the university faculty who volunteer reasons for deterioration in overall achievement at undergraduate schools are critical of their institutions' entrance requirements. University educators claim that they are not receiving students as well qualified as they were because entrance standards have been lowered, and/or because secondary school training is not as good as it once was. Further, universities have had to make concessions to a secondary school system which produces a student who is not as well prepared for post-secondary training as he was in the past. As indicated earlier, about 60% of university educators state that basic language skills have deteriorated among secondary school graduates, and about 40% state that math skills have deteriorated. The majority of educators feel that their university's response to this situation has been to lower expectations.

	Percent Of University Faculty Who State There Has Been Deterioration In Basic ...	
	Language	Math
	Skills	Skills
	%	%
Their University's Response: _____		
Lowered expectations	68	54
Provided remedial programs	46	47
Changed course content	22	35

Among those educators, students and members of the general public who believe that the quality of education at universities has improved, 'the teaching faculty and the facilities' is most often cited as a reason for improvement.

4. Attitudes Toward Universities And University Students

-a) Attitudes Toward Students

There is a lack of consensus among members of the general public and students regarding the maturity of university entrants today. The proportion of students who agree that students entering universities are more mature than they used to be is almost equal to the proportion who disagree with this statement. While members of the general public are somewhat more likely than students to believe that university entrants are more mature, over half of the general public either disagrees or expresses 'no opinion' regarding the maturity of university entrants.

Undoubtedly a reflection of their opinions of the quality of education received by students at secondary schools, members of the general public and students are neither certain nor uncertain that students entering universities today are better prepared than before. Only the university students appear to agree strongly that they are not as well prepared as their predecessors.

-b) Attitudes Related To Standards

Despite the fact the people are not necessarily convinced that students entering university today are less well prepared than they used to be, there is a tendency to believe that it is easier to gain admittance to university than it was before. This latter opinion is maintained by almost half of all students and by about 65% of university students.

-c) Attitudes Related To Course Content

Educators were asked to state their opinion on the statement, "all students entering a specific faculty or division within a given university should be required to take a uniform first year program".

		<u>Percent Stating ...</u>		
		Neither Agree Nor		
		<u>Agree</u>	<u>Disagree</u>	<u>Disagree</u>
<u>Among:</u>				
University Faculty	%	46	9	45
CAAT Faculty	%	50	16	33
Secondary School Teachers	%	61	12	28

Those educators at the recipient institutions are less likely to approve of a uniform first year university program than are secondary school teachers. In fact, opinion is divided amongst university educators--46% of the university faculty agree with the idea of a uniform first year, and 45% disagree with the idea.

-d) Attitudes Related To Financing

Perhaps due to a lack of involvement with, or knowledge of the university system, a sizeable proportion of the general public, when asked to state an opinion on a number of issues related to university financing, is unwilling to adopt either a positive or negative stance. Those who express an opinion, however, do not seem to favour larger expenditures at the university level, although they tend to agree that the money now allotted to the universities is well spent. Furthermore, among people who express an opinion, there is general agreement that university fees should not be increased. Students, those at university in particular, express similar opinions at least in two respects. Again, those who have an opinion appear to be satisfied that the money spent on university education is well spent, and that university fees should not be raised. However, unlike the general public and non-university students, there is a tendency among those at university to concur that overall, not enough money is being spent on universities.

-e) Communications

Over 40% of the general public and students (over 50% of university students) do not believe that universities do a good job at letting the public know about their objectives or goals. The remainder of the population in each case either states no opinion or agrees that universities are doing a good job communicating with the public.

5. Structure Of Universities

-a) Admissions

As previously stated, educators feel that students should be required to attain a standard level of proficiency before being granted either of the secondary school graduation diplomas. But they also believe that minimum admission requirements should be established for all universities in the Province of Ontario. About 79% of the secondary school teachers say that there should be standard minimum admission requirements, as do 70% of the university faculty.

Irrespective of whether the current method of evaluation at secondary schools is retained, or standardized achievement tests or provincial examinations are established as the method of evaluation, educators express the opinion that the minimum standard for university general admission should be 60% or higher on the SSHGD. University educators are more likely than secondary school teachers to state that a higher level of achievement than 60% be necessary for general admission, in particular, if the current method of evaluation is retained.

Percent Of University Faculty
Stating Minimum Level For
General Admission If Achievement
Based On:

<u>Current</u>	<u>External</u>
<u>System</u>	<u>System</u>
%	%

Require:

SSHGD standing only	7	8
60% for SSHGD	29	39
Higher level than 60% for SSHGD	31	22
Other	26	26

Regarding specific program placement, both secondary school teachers and university educators are more likely to exact higher standards of achievement than those felt to be necessary for general admission.

	Percent Of University Faculty Stating Minimum Level For Program Placement If Achievement Based On:	
	Current System %	External System %
<u>Require:</u>		
SSHGD standing only	4	5
60% for SSHGD	19	27
Higher level than 60% for SSHGD	41	33
Other	24	22

-b) Methods Of Assessment For Admission

Marks from Grade 13 courses are viewed to be the best way of assessing students for university admission. However, both secondary school teachers and university faculty are more likely to select provincially set rather than school set examinations as the best method of determining students' Grade 13 marks--this is particularly true among members of the university faculty. University entrance exams and standardized achievement tests are seldom selected as the most appropriate method of evaluating students for admission to an Ontario university.

	Percent Of ...	
	Secondary	University
	School	Faculty
	Teachers	
	%	%
<u>Methods Of Assessing Students</u> <u>For University Admission:</u>		
Marks from Grade 13 courses-- provincially set exams	31	48
Marks from Grade 13 courses-- school set exams	21	5
University entrance exams	14	15
Standardized achievement tests	11	10

It should be remembered that a large proportion of both secondary school teachers and post-secondary educators favour an external form of evaluation of secondary school achievement prior to granting graduation diplomas.

-c) Advanced Standing

Relatively few secondary school teachers (about 3-in-10) are in favour of allowing Grade 13 graduates to enter directly into second year, or Grade 12 graduates to enter directly into first year at an Ontario university. Further, only about 21% of university faculty advocate advanced standing of Grade 13 graduates to second year university and 47% advocate advanced standing of Grade 12 graduates to first year university. The majority (67% of secondary school teachers and 57% of university faculty), however, favours advanced standing in specific courses according to student proficiency in those courses.

-d) Remedial Programs

Educators do not necessarily feel that it is the responsibility of universities to provide remedial programs in order to bring student performance to a common acceptable level--47% of the university faculty agree that it should be a responsibility of the university and 45% disagree.

		<u>Percent Stating ...</u>		
		Neither Agree Nor		
		<u>Agree</u>	<u>Disagree</u>	<u>Disagree</u>
<u>Universities Should Provide Remedial Programs (Where Necessary) To Bring Student Performance To An Acceptable Level:</u>				
University Faculty	%	47	7	45
CAAT Faculty	%	45	13	42
Secondary School Teachers	%	46	12	42

-e) Duplication Of Courses And Programs

A relatively small proportion of educators (26% of secondary school teachers and 21% of university faculty) feels that make-up courses on subject matter normally taught at secondary schools should be offered at universities. A somewhat larger proportion in each case, however, does agree with duplication of courses at the secondary and university post-secondary level. 'Universities should offer regular introductory courses in specific disciplines which are also offered at the secondary level' is regarded positively among 33% of the secondary school teachers and 41% of the university faculty. A relatively large proportion of educators, 60% or more, irrespective of the type of institution in which they teach, favours duplication of introductory courses at CAATs and universities.

C. COLLEGES OF APPLIED ARTS AND TECHNOLOGY

1. The Goals Of A CAAT Education

Of the possible objectives that could be established for CAATs, development of vocational skills and development of problem solving skills among CAAT students are perceived by educators, both secondary school teachers and CAAT faculty, to be of most importance. Educators also agree that encouraging students to adopt a positive attitude toward learning and developing the students' understanding of the theoretical principles of a discipline or field should be established as second-level objectives. Educators consider personal development goals; that is, the nurturing of personal growth and development, and the fostering of individual and social responsibilities and values to be of least importance, along with the development of first language skills. CAAT educators, like the university educators and secondary school teachers, when thinking about their respective institutions, feel that goals related to personal development should not be given priority at their institutions.

Members of the general public and students agree with educators with respect to the importance of developing vocational and career skills at Ontario CAATs. Furthermore, members of the general public and students are similar to educators in that they believe CAATs are not simply 'vocational schools'. CAATs have other important objectives of a more academic nature which should be achieved. Namely, it is important that these types of educational institutions provide students with knowledge in particular subjects, continue to develop students' problem solving skills and continue to encourage students to adopt a positive attitude toward learning.

2. The Success Of CAATs Regarding Achievement Of Objectives

Educators and students are relatively satisfied with the performance of CAATs in terms of developing vocational and career skills. But CAAT students and, in particular, faculty members, appear to be more reluctant to credit CAATs for successfully achieving another 'first level' objective, the development of students' problem solving skills.

Irrespective of the fact that CAATs are perceived to be doing a creditable job in the area of vocational and career training, educators are insistent that these institutions continue to be responsive to the social needs as well as to the needs of employers in the communities.

		<u>Percent Stating:</u>		
			<u>Neither</u>	
			<u>Agree</u>	
			<u>Nor</u>	
		<u>Agree</u>	<u>Disagree</u>	<u>Disagree</u>
<u>CAATs Should Be More Responsive To The Needs Of Business, Industry And Other Employers In Communities:</u>				
CAAT Faculty	%	96	2	3
University Faculty	%	89	2	3
Secondary School Teachers	%	95	2	2
<u>CAATs Should Be More Responsive To The Social Needs In Communities:</u>				
CAAT Faculty	%	87	9	5
University Faculty	%	79	10	6
Secondary School Teachers	%	85	10	4

Members of the general public and students also feel that the community colleges have a large responsibility in the area of vocational training and upgrading.

		<u>Percent Stating ...</u>		
		Neither Agree Nor		
		<u>Agree</u>	<u>Disagree</u>	<u>Disagree</u>
<u>Colleges Should Provide Job Skill Refresher/ Upgrading Courses For Adults:</u>				
General Public	%	87	5	2
Students	%	88	2	2

3. Overall Assessment Of The CAAT System

Over the last five years, the quality of education received at a college of applied arts and technology has improved, according to the majority of students and general public (59% of the general public and 67% of students). About 20% say that the quality has 'remained the same' and only about 5% say that it has deteriorated.

CAAT faculty members also feel that their institutions have continued to improve. About 61% of CAAT educators state that the achievement of CAATs has improved over time, while an additional 18% believe that it has remained the same.

Only secondary school teachers appear to be reluctant to praise the CAAT system. A sizeable number of secondary school teachers (30%) refuse to evaluate community colleges, about 33% say achievement of CAAT students has improved, 24% say it has remained the same and 13% feel it has deteriorated.

Those sustaining the opinion that there has been an improvement in the level of achievement among CAAT students primarily acknowledge improvements in the CAAT system. Improvement, they say, results from maturation of the system in conjunction with a recognition and resolution of problems, and an updating of CAAT objectives.

The secondary school teachers and CAAT faculty who maintain that student achievement at CAATs has deteriorated indicate that the preparation of the student entering from the secondary level is inadequate and that lower standards coupled with high enrollment contribute to the deterioration.

4. Attitudes Toward The CAAT System And Its Students

-a) Attitudes Related To Students

Neither the general public nor students are certain that the CAAT entrant today is better prepared or more mature. More than 30% appear to have no basis for evaluation, at least they express 'no opinion'. Those who do express a view tend to split their votes evenly between 'agree' and 'disagree' on the issues of student maturity and level of student preparation.

		<u>Percent Stating ...</u>		
		Neither Agree Nor		
		<u>Agree</u>	<u>Disagree</u>	<u>Disagree</u>
<u>Students Entering A College Today Are Better Prepared Than Before:</u>				
General Public	%	35	31	28
Students	%	34	33	25
<u>Students Entering A College Are More Mature Than They Used To Be:</u>				
General Public	%	38	30	26
Students	%	27	45	19

-b) Course Content

While post-secondary educators do not agree or disagree with the idea of a uniform first year program for students entering a specific division in any given CAAT, secondary school teachers tend to feel that the idea is a good one. Almost half of all secondary school teachers favour the plan while the balance is divided between 'no opinion' and disagreement with it.

		<u>Percent Stating ...</u>		
			<u>Neither</u>	
			<u>Agree</u>	
			<u>Nor</u>	
		<u>Agree</u>	<u>Disagree</u>	<u>Disagree</u>
<u>All Students Entering A</u>				
<u>Specific Division Within</u>				
<u>A Given CAAT Should Be</u>				
<u>Required To Take A</u>				
<u>Uniform First Year Program:</u>				
CAAT Faculty	%	45	12	44
University Faculty	%	28	30	34
Secondary School Teachers	%	49	21	27

-c) Attitudes Related To Financing

The patterns of response among students and the general public to issues related to CAAT financing are not very different from the patterns cited earlier in the case of the university system. Among those individuals who express an opinion, there is a tendency to agree that enough money is being spent on education at CAATs, regardless of the general view that the money is well spent. Also, they maintain that college fees should not be increased. CAAT students' perceptions do not differ from the general public's perceptions, except for the fact that students are more likely to agree that not enough money is being spent on college education.

-d) Attitudes Related To Communication

It was stated previously that people want colleges to continue servicing the needs of communities through vocational training and upgrading. Further, individuals feel that colleges ought to provide adult-oriented programs, for either general interest or upgrading of job skills. Communication with the public, therefore, is necessary if colleges are to fulfill their responsibilities.

		<u>Percent Stating ...</u>		
		Neither Agree Nor		
		<u>Agree</u>	<u>Disagree</u>	<u>Disagree</u>
<u>Colleges Do A Good Job Of Letting The Public Know About Their Objectives Or Goals:</u>				
General Public	%	42	27	25
Students	%	42	23	26

Members of both populations under study are more likely to credit colleges for communicating with the public than they are to criticize colleges for the lack thereof.

5. Structure Of The CAAT System

-a) Admissions

Secondary school teachers and CAAT faculty are decidedly in favour of minimum general admission requirements to CAATs. Furthermore, they generally express a desire for 60% or better at the SSGD level, irrespective of the method of evaluation employed, that is, school set examinations or standardized tests/provincial examinations. A relatively small proportion believes that SSGD standing only is a sufficient requirement for admission to CAATs.

	Percent Of Educators Stating General Admission Requirements:	
	<u>Secondary School Teachers</u>	<u>CAAT Faculty</u>
	<u>%</u>	<u>%</u>
<u>Minimum Admission If Present System Of Evaluation Maintained:</u>		
Require SSGD standing only	33	33
Require 60% for SSGD	52	42
Require higher level than 60%	8	10
Other	3	9
<u>Minimum Admission If Achievement Based On Provincial Exams Or Standardized Tests:</u>		
Require SSGD standing only	38	36
Require 60% for SSGD	50	40
Require higher level than 60%	5	7
Other	4	13

When considering program placement at CAATs, educators seem to want even higher standards than those specified for general admission.

-b) Methods Of Assessing Admission

Of the possible methods of assessing students for admission to CAATs, both secondary school teachers and CAAT faculty most frequently mention methods that fall outside the domain of secondary schools' responsibilities.

		Percent Stating Best Method Of Assessment:	
		Secondary School Teachers	CAAT Faculty
		%	%
<u>Possible Methods Of Assessing Students For CAAT Admission:</u>			
Marks from Grade 12 courses-- provincially set exams	23	52	34
CAAT entrance examinations	15		20
Standardized achievement tests	14		15
Marks from Grade 12 courses-- school set exams	28		7
Other	11		13

Attitudes of the general public toward admission practices at CAATs to some degree are similar to the attitudes of educators. Generally, they do not agree that only those students with high marks should be admitted. But the public does tend to favour applicant screenings on the basis of performance in common or standardized examinations and restriction on entrants to specific programs depending on the needs of the labour market.

-c) Advanced Standing

While about one-half of the secondary school teachers would permit Grade 13 graduates to enter second year at CAATs, only about 20% of CAAT educators would. However, members of both educator groups (about 8-in-10) feel that advanced standing should be granted in specific courses at CAATs according to student proficiency in those courses.

-d) Communication

There is general agreement among educators that a need for improved communication facilities between the secondary school system and CAATs exists. CAAT faculty are particularly concerned about the need for communication mechanisms regarding admission standards.

-e) Remedial Programs

Remedial or upgrading courses for students who lack necessary qualifications in specific subjects or skills should be provided at CAATs according to the majority of general public and students.

		<u>Percent Stating ...</u>		
		Neither		
		Agree		
		Nor		
		<u>Agree</u>	<u>Disagree</u>	<u>Disagree</u>
<u>Colleges Should Provide</u>				
<u>Remedial Or Upgrading</u>				
<u>Courses For Students</u>				
<u>Who Lack Necessary</u>				
<u>Qualifications In Specific</u>				
<u>Subjects or Skills:</u>				
General Public	%	72	13	9
Students	%	80	6	6

-f) Duplication Of Courses And Programs

The majority, over 60%, of all educators think that introductory courses in specific disciplines which are taught at universities should also be offered at CAATs. Only about 4-in-10 of the secondary school teachers and CAAT faculty surveyed agree that make-up courses on subject matter normally taught at secondary schools should be offered at CAATs.

INTRODUCTION TO THE MAIN SUMMARY OF FINDINGS

While the foregoing chapter, "Overview", presented in summary form the highlights of the opinion research studies reported herein, the following chapters are intended to provide more detailed information to the interested reader. The next section, "Foreword" outlines the background to this study and the research project methodologies employed. Results are presented under two main headings:

- i) General Summary--Educators
- ii) General Summary--Students And General Public

FOREWORD

I BACKGROUND

The Ministries of Colleges and Universities and of Education are aware of concern among both the general public and the education profession regarding secondary and post-secondary education. The interface between these two levels is of particular concern. Issues include appropriate achievement, nature and extent of diversity among students and programs, possible duplication of programs, measurement of student abilities and progress and the current post-secondary admission policies and practices.

The Ministries plan to review those government policies which affect the relationship and coordination of secondary and post-secondary programs, the progress of students through them and the criteria for admission to post-secondary institutions.

To assist in this review, they initiated a research program which was divided into three major projects.

Project One: Roles And Responsibilities Of The Secondary And Post-Secondary Institutions--a description and analysis of the perceptions of the public and of the institutions themselves concerning the roles and responsibilities of the secondary schools and the post-secondary institutions, with particular reference to the preparation of students for and their admission into post-secondary studies;

Project Two: Nature Of Students--a description and analysis of pertinent characteristics of students in the final two years of secondary and the first year of post-secondary education;

Project Three: Nature Of Programs--a description and analysis of pertinent characteristics of programs in the Senior Division of secondary school and the first year (and where relevant the second year) of post-secondary education.

Project One, the subject of this report, was contracted to Stevenson & Kellogg Ltd. through its subsidiary Canadian Facts Co. Limited. Project Two and Three were awarded to Ontario Institute For Studies In Education (O.I.S.E.) and Queen's University, respectively, and are reported under separate cover.

II OBJECTIVES OF THE RESEARCH

The research reported herein is directed to assessing the perceptions of the general public and the institutions themselves with respect to:

- the roles and responsibilities of secondary and post-secondary institutions;
- the preparation of students for, and their admission into, the post-secondary level.

The specific areas of inquiry include:

- the roles and responsibilities of secondary schools, colleges of applied arts and technology, and universities;
- the preparation of secondary school students;
- admission policies and practices of the colleges of applied arts and technology and the universities;
- coordination between the secondary and post-secondary levels.

The research investigation includes perceptions of the following population groups:

- the general public;
- senior secondary and post-secondary students;
- secondary school teachers;
- university faculty members;
- college of Applied Arts and Technology faculty members.

III RESEARCH METHODOLOGY

A. Educators

I. Sample Design

The universe definition for each of the three sub-groups of educators was as follows:

- Secondary School Teachers--all Ontario public secondary school teachers with one or more years of teaching experience, currently teaching Year 4 and/or Year 5 courses.
- CAAT Faculty--all teaching faculty with one or more years of teaching experience, at Ontario Colleges of Applied Arts and Technology, currently teaching Year 1 and Year 2 post-secondary full-time programs.

-- University Faculty--all teaching faculty with one or more years of teaching experience, currently teaching undergraduate courses to full-time students at Ontario universities.

For each of these population groups, sample selection occurred at two different levels--selection of institutions (a census in the case of CAATs and universities) and selection of faculty within the institutions.

According to established systematic probability sampling techniques a random sample of educators was selected in each case. The selection of faculty within institutions was made from lists of faculty members. The CAATs prepared lists according to the requirements described above. Lists of university faculty were prepared by Canadian Facts from 1974-75 university calendars. In both cases above, lists were stratified by program area within institution prior to selection of individual educator's names. The selection interval was determined by dividing the total number of educators in each population under study by the number of completions required in each case (plus an estimate of overage needed due to non-response). A random number was picked in each case to establish the 'start point' for selection.

Regarding selection of the secondary school teachers' sample, the initial stage involved the selection of a sample of institutions. In order to accommodate the needs of all projects two discreet samples of institutions (except in the case of French language schools) were deemed necessary. The selection procedure outlined below was agreed to by the principal investigators on each of the three projects.

All public secondary schools in Ontario with SSGD and/or SSHGD students were included in the sample frame with the exception of experimental schools.

Schools were first grouped into English language and French language schools. (Bilingual schools with potential French and English speaking graduates were classified as French schools).. From the frame of English and French schools it was agreed that 15 French and 60 English schools be selected. (The relatively large number of French schools was required in order to permit independent examinations of responses from teachers at French language schools).

The English schools were stratified by size (number of potential graduates) within region. Within each of the sub-strata defined on the basis of size, schools were rank ordered by ratio, the number of SSHGD to the number of SSGD potential graduates. In the case of the French language schools only the latter stratification rule was applied. Individual schools were then selected proportionate to their size.

The second sampling stage involved the selection of the secondary school teachers. In order to select with equal probability a random sample of teachers, equal numbers of questionnaires were to be distributed in each school. (Since the institutions were selected proportionate to the size of their student rather than teacher population, a calculation of the teacher to student ratio was necessary to ensure that subsequent data adjustment was not necessary).

Secondary school principals were asked to submit lists of grade 12 and/or 13 teachers by discipline(s) taught. Within each institution teachers were stratified by discipline,

namely, first language, mathematics, and others. French language teachers were selected from within each discipline proportionate to the size of each discipline group. Disproportionate sampling was employed in the case of English language schools. The number of teachers selected for participation in each school was disproportionately assigned by discipline to yield 100 teachers of mathematics, 100 first language teachers and 100 teachers of other subjects.

2. Weighting

A minor adjustment to each of the three educator samples has been made to bring the various program/discipline groups within institutions into their correct relative proportion, according to the universe statistics compiled at the sample selection stage. (The source of these statistics was lists of university educators taken from the 1974-1975 calendars and lists of CAAT and secondary school educators provided by the CAATs and secondary schools respectively.)

3. Questionnaire Development

The questionnaire for each of the three educator groups was developed in two stages--a program of qualitative research using the techniques of individual in-depth interviews and group discussions followed by pre-testing. Further details on these techniques and the final questionnaires employed appear under separate cover as an appendix to Volume II of this report.

NOTE: The actual number of completions in total among secondary school teachers is approximately half the weighted base. For more detail on sample design and weighting procedures the reader is referred to Volume II, Technical Appendix.

French versions of the questionnaire were developed and provided, where necessary, to French language respondents.

4. Execution Of The Fieldwork

Canadian Facts representatives distributed the questionnaires to the pre-selected faculty members at their respective institutions. Questionnaires were left with instructions to be self-completed by the individuals within a specified period of time. Completed questionnaires were then picked up by Canadian Facts representatives or mailed directly back to Canadian Facts.

Data collection took place during the following time periods:

- | | |
|------------------------------|---------------------------|
| -- University Faculty | --March 19 - End of May; |
| -- CAAT Faculty | --March 29 - End of June; |
| -- Secondary School Teachers | --May 25 - End of June. |

5. Completion Rates

The following table details the number of questionnaires distributed, the actual and weighted number of completions at each of the primary levels of investigation.

	Sent Out (Actual) (No.)	Completed Question- naires (Actual) (No.)	Overall Completion Level %	Completed Question- naires (Weighted) (No.)
<u>Secondary School Teachers:</u>				
TOTAL	684	567	83	973
<u>CAAT Faculty:</u>				
TOTAL	480	403	84	400
<u>University Faculty:</u>				
TOTAL	604	439	73	399

B. The General Public (Including Students)

1. Sample Design*

The universe sampled for this study included all individuals 18 years of age and older eligible to vote in Ontario elections, and a special sample of students. Students were defined as those who attended Grade 12 or 13 at an Ontario public secondary school, and those who were enrolled in undergraduate programs at Colleges of Applied Arts and Technology or at universities, during the 1975, 1976 school year.

In constructing a probability sample of this universe the following conditions were met:

- each of the persons in the universe had to have some chance, which could be stated mathematically of being included in the sample;
- no arbitrary judgement was exercised in determining which households or individuals within households were included.

The sample operations were carried out at four different and distinct levels:

- the selection of localities (metropolitan districts, individual cities over 10,000 and rural by township) stratified by geographic district and income;

* The interested reader is referred to Volume II, Technical Appendix for additional information regarding sample selection and weighting procedures employed.

- the selection of an enumeration area within each locality to be visited by interviewers;
- the selection of particular households;
- the selection of individuals at random by means of a listing procedure.

The probability with which each individual was finally selected, therefore, ultimately depended upon the separate probabilities at each of the stages of sampling.

For both the general public-voter sample and student sample no substitution of respondents was allowed. Interviewers made up to seven personal calls to complete an interview with the designated respondent in urban areas and up to two personal calls in rural areas.

2. Weighting

In the case of the general public-voter sample only one interview per household was permitted. The resultant household sample was, therefore, weighted in order to provide a representative sample of individuals. In addition, this sample was adjusted to bring age, sex and community size groups into their correct relative proportion according to the latest known universe statistics (1971 Statistics Canada data). Hence all tabular results are reported on weighted bases.

The student sample design allowed for more than one interview per household, and hence, no 'household' adjustment was necessary. In addition, no residual adjustment of age, sex or community size was applied because no precise statistics for this population group were available. Hence the student sample tabular results are reported on the actual number of completions.

3. Questionnaire Development

The questionnaire was developed in stages--a program of qualitative research and pre-testing. Further details on these procedures are included in the Technical Appendix. Copies of the final questionnaires employed appear under separate cover as an appendix to Volume II of this report.

4. Execution Of The Fieldwork

Individuals were personally interviewed, in their homes, by Canadian Facts' interviewers. The interviewing staff was provided with a letter of introduction from the Ministries soliciting co-operation.

Interviewing took place during the months of July and August, 1976.

5. Completion Rates

The following table details the number of contacts and completed interviews among members of the general public and student populations.

	<u>Contacts</u> (No.)	<u>Completed Interviews (Actual)</u> (No.)	<u>Completed Interviews (Weighted)</u> (No.)
General Public	1913	1004	1000
Student Sample	5015	371	N/A

IV STATISTICAL TOLERANCES

Tolerance limits are applicable to the educators, the general public and student samples.

1. Interpretation--Percentages*

There are 19 chances in 20 (95% level of confidence) that a survey answer of 5% (or 95%) is accurate within limits of plus or minus 1.4% if the sample size upon which this percentage is based is 1000 interviews.

Survey Answer In %	Variance Limits (+) Or (-) For Sample Size Of:										
	1000	900	800	700	600	500	400	300	200	100	50
5 or 95	1.4	1.4	1.5	1.6	1.8	1.9	2.2	3.1	4.4	4.4	6.2
10 or 90	1.9	2.0	2.1	2.3	2.4	2.7	3.0	3.5	4.2	6.0	8.5
15 or 85	2.3	2.2	2.5	2.7	2.9	3.2	3.6	4.1	5.0	7.1	10.1
20 or 80	2.5	2.6	2.8	3.0	3.3	3.6	4.0	4.6	5.7	8.0	11.3
25 or 75	2.7	2.9	3.1	3.3	3.5	3.9	4.3	5.0	6.1	8.7	12.2
30 or 70	2.9	3.0	3.2	3.5	3.7	4.1	4.6	5.3	6.4	9.2	13.0
35 or 65	2.9	3.2	3.4	3.6	3.9	4.3	4.8	5.5	6.7	9.8	13.5
40 or 60	3.0	3.3	3.5	3.7	4.0	4.4	4.9	5.7	6.9	9.8	13.9
45 or 55	3.1	3.3	3.5	3.8	4.1	4.4	5.0	5.7	7.0	9.9	14.1
50 or 50	3.2	3.4	3.5	3.8	4.1	4.5	5.0	5.8	7.1	10.0	14.1

* The estimates provided above assume standard probability sampling procedures. The fact that all samples were replicated permits actual calculations of tolerance limits, which are generally much lower than the estimates provided above. Examples are provided in the technical appendix which is part of Volume II.

2. Average Ratings

At the 95% level of confidence an average rating is accurate within limits of ± 2.0 multiplied by the standard error.

At the 90% level of confidence the limit is ± 1.6 multiplied by the standard error.

The standard error for each average rating appears on the detailed tables, Volume II.

V RESULTS

The results of this study are presented under the following main headings:

Volume I

1. Highlights
2. General Summary
 - A. Educators
 - B. Students And General Public

Volume II

Technical Appendix

AND

Detailed Tables (Indexed)

1. Technical Appendix And Detailed Tables
General Public And Students--Part I
2. Detailed Tables--General Public And
Students--Part II
3. Detailed Tables--General Public And
Students--Part III
4. Detailed Tables--University Educators
5. Detailed Tables--CAAT Educators
6. Detailed Tables--Secondary School Teachers
7. Field Materials

GENERAL SUMMARY--EDUCATORS

Introduction

This report deals with the rather complex subject of education--in particular, secondary and post-secondary education and the interface between these two levels. The study focuses on the philosophical question of what the goals of secondary and post-secondary education should be, the degree to which the present system is successfully achieving them, and opinions as to changes required in the system to meet these objectives in the future.

The following discussion is divided into two main sections. The first of these examines the attitudes and perceptions of educators at secondary schools, universities and Colleges of Applied Arts and Technology (CAATs). The second deals with the perceptions of the general public, including those students who are close to or have recently passed through the interface--that is, from a secondary institution to a post-secondary institution.

I. THE ROLE OF SECONDARY AND POST-SECONDARY EDUCATION

A. Assessment Of The Secondary School System

With few exceptions, data are reported in total for each population group under study. Regarding teachers from French language secondary schools, generally their opinions are not different from teachers at English language schools. Unless otherwise stated, the reader can assume that the opinions reported do not vary when data are examined by language group.

1-a) Objectives

University and CAAT educators were provided with a list of possible objectives* or goals of the secondary school system and were asked to indicate on a 7-point rating scale how important they felt each objective should be as it related to students planning to enter the kind of institutions in which the educator was currently teaching.

Secondary school teachers were asked to rate each possible objective in terms of three groups of students--College of Applied Arts and Technology (CAAT) bound students, university bound students and work force bound students.

The table in this section details the average ratings compiled for each objective.

* Different versions of all questionnaires used in this survey were prepared. Statements appeared in a different order in each of the versions. The list of objectives, like other attitudinal lists was fully rotated in order to offset potential positional or 'fatigue' bias.

Educators do not differ greatly in their view of those objectives that should be regarded as primary for students at secondary schools in Ontario.

Skill development, first language and personal growth and development, and the fostering of a positive attitude toward learning are perceived by secondary school teachers to be the most important objectives for all students regardless of their future plans.

Vocational training is perceived to be relatively important for the work bound students. Career counselling is perceived as relatively important for the CAAT bound student and those headed directly into the labour market. Imparting knowledge in particular subject areas is perceived to be of particular importance for the student planning to continue his studies at university, however, secondary school teachers place considerably less importance on this as an important objective for other students.

CAAT faculty members' perceptions as to the importance of these secondary objectives for CAAT bound students are similar to those of the secondary school teachers, excepting for the two vocational dimensions. CAAT faculty place less emphasis than secondary school teachers on the importance of vocational training.

University faculty are in agreement with the secondary school teachers regarding the importance of skill development and acquiring a positive attitude toward the learning

process. University faculty place somewhat less emphasis on the importance of the personal development of the student as an objective of secondary education. Also, the university educators assign a lower priority to student acquisition of specific knowledge in given fields, than secondary school teachers do.

1-a) (Continued)

	Average Rating* Among...				
	Secondary School Teachers**			CAAT Faculty	University Faculty
	CAAT Bound Students	University Bound Students	Work Bound Students	CAAT Bound Students	University Bound Students
	(973) #	(973) #	(973) #	(400) #	(399) #
Possible Objectives:					
Develop first language skills	6.0	6.3	5.9	6.5	6.5
Encourage students to adopt a positive attitude toward learning	6.2	6.4	5.8	6.5	6.4
Develop problem solving skills	5.9	6.2	5.8	6.3	6.1
Foster individual, social responsibilities and values	5.8	5.9	6.0	5.7	5.3
Nurture personal growth and development	5.6	5.8	5.8	5.6	5.2
Aid students in choosing specific career goals	5.3	4.4	5.4	5.2	4.1
Develop an understanding of theoretical principles of a discipline or field	4.9	5.7	4.3	4.8	5.1
Provide training in specific job skills	4.6	3.1	5.0	3.2	2.7

(See Pages 1 And 2--CAAT Faculty;
Pages 1 And 2--University Faculty;
Pages 1, 2, 7, 8, 13 And 14--Secondary School Teachers)***

* Based on assigned values of '1' = "not important" to '7' = "important" objective.

** It should be remembered that the actual number of completions among secondary school teachers is 567.

*** Throughout this report table references refer to computer tables published in Volume II.

1-b) Other Important Objectives For Secondary Schools

Individuals were asked to indicate any other objectives they felt to be important for a secondary school education. The tables following illustrate the responses to this question for CAAT and university educators. Secondary school teachers' lack of response (76% for university bound, and 85% each for CAAT and work bound students) is taken as an indication that the main objectives were felt to be addressed in the list of objectives provided.

The majority of those responding to this question take the opportunity to emphasize, once again, the importance of problem solving, first language and math skills as goals of secondary school training.

	Percent Of Total University Faculty (399) %
<u>Volunteered Other Objectives:*</u>	
<u>Skills:</u>	
Problem solving/critical analysis, creative/independent thinking	10
First language communication/reading/ comprehension	10
Basic math	9
Second language communication	8
Effective/good study habits	4
Library/research	2
Miscellaneous	2
<u>Personal:</u>	
Develop good self-concept/personal growth/curiosity	6
Self-discipline	3
Miscellaneous	6
<u>Knowledge:</u>	
Humanities/social/natural sciences	6
Canadian studies	3
Awareness of philosophy of life/education	3
Art/music	1
Miscellaneous	2

(See Pages 7, 8, 9--University Faculty)

* Multiple mentions permitted.

A
6
1
9
1

1-b) (Continued)

Percent Of Total
CAAT Faculty
(400)
%

Volunteered Other Objectives:*

Skills:

Development of first language communication skills	7
Development of reading, comprehension skills	5
Development of basic math skills	10
Development of second language skills	1
Development of problem solving skills, critical analysis/creative/independent thinking	4
Effective, good study habits	3
Library research skills	1
Miscellaneous	3

Personal:

Self-discipline	6
Development of good self-concept, personal growth	5
Willingness to work hard	2
Miscellaneous	4

Knowledge:

Teach basic knowledge in major fields	2
Canadian studies	1
Appreciation arts/music/physical fitness	1
Philosophy of life, education	1
Miscellaneous	3

All other miscellaneous mentions 4

(See Pages 7, 8 And 9--CAAT Faculty)

* Multiple mentions permitted.

2-a) Perceived Success Of Secondary Schools In Meeting
Stated Objectives--Among Secondary School Teachers

In order to further illustrate the expectations educators have regarding secondary schools, individuals were asked to rate each objective in terms of how successful they felt the schools are in achieving it. Average scores were computed in each case. (The higher the score, the more successful the schools are perceived to be in achieving the objective.)

The tables following examine the responses of secondary school teachers--in the first column, the average scores in terms of importance of each objective are shown; in the second column, average scores in terms of success in achieving each are shown. The two sets of data are presented as a means of maintaining an overall perspective on the relative priorities assigned to each possible objective.

Regardless of its importance, secondary school teachers seem only moderately convinced of the system's success in achieving each objective. However, teachers feel that the 'success' of the system, as it relates to each objective varies, depending upon the group of students discussed. For example, the success rating for providing job skill training for university bound students is relatively low, but the importance of this objective for these students is also perceived to be low. Providing job skill training is not thought to be a central focus of secondary education for university bound students, and the 'success' rating must be understood not as an indication of poor success, but of lack of importance. This example can be extended to interpret the other ratings shown.

The moderate success thought to be achieved in developing first language skills, compared with the overall importance given this objective for all students, indicates a concern on the part of secondary teachers. There also seems to be a perception among secondary school teachers that the secondary system is not succeeding as well as it should in developing a positive attitude toward learning.

	Average Rating* Among Secondary School Teachers In Terms Of:	
	Importance Of Each Objective For University Bound Students	Success Secondary School Has In Achieving Each Objective
	(973)	(973)
	#	#
<u>Possible Objectives:</u>		
Develop first language skills	6.3	4.1
Encourage students to adopt a positive attitude toward learning	6.4	4.4
Develop problem solving skills	6.2	4.6
Foster individual, social responsibilities and values	5.9	4.3
Nurture personal growth and development	5.8	4.5
Aid students in choosing specific career goals	4.4	4.0
Develop an understanding of theoretical principles of a discipline or field	5.7	4.6
Provide training in specific job skills	3.1	3.2

(See Pages 1, 46 And 47--Secondary School Teachers)

* Average importance rating based on assigned values of '1' = "not important objective" to '7' = "important objective". Average success rating based on assigned values of '1' = "not successful" to '7' = "successful".

2-a) (Continued)

	Average Rating* Among Secondary School Teachers	In Terms Of:
	Importance Of Each Objective For CAAT Bound Students	Success Secondary School Has In Achieving Each Objective
	(973)	(973)
	#	#
<u>Possible Objectives:</u>		
Develop first language skills	5.9	3.6
Encourage students to adopt a positive attitude toward learning	6.2	4.0
Develop problem solving skills	5.9	4.1
Foster individual, social responsibilities and values	5.8	4.1
Nurture personal growth and development	5.6	4.2
Aid students in choosing specific career goals	5.3	4.3
Develop an understanding of theoretical principles of a discipline or field	4.9	4.0
Provide training in specific job skills	4.6	3.9

(See Pages 7, 8, 52 And 53--
Secondary School Teachers)

* Average importance rating based on assigned values of '1' = "not important objective" to '7' = "important objective". Average success rating based on assigned values of '1' = "not successful" to '7' = "successful".

2-a) (Continued)

	Average Rating* Among Secondary School Teachers In Terms Of:	
	Importance Of Each Objective For Work Bound Students (973) #	Success Secondary School Has In Achieving Each Objective (973) #
<u>Possible Objectives:</u>		
Develop first language skills	5.9	3.5
Encourage students to adopt a positive attitude toward learning	5.8	3.6
Develop problem solving skills	5.8	4.0
Foster individual, social responsibilities and values	6.0	3.9
Nurture personal growth and development	5.8	4.2
Aid students in choosing specific career goals	5.4	4.2
Develop an understanding of theoretical principles of a discipline or field	4.3	3.7
Provide training in specific job skills	5.0	3.9

(See Pages 13, 14, 49 And 58--
Secondary School Teachers)

* Average importance rating based on assigned values of '1' = "not important objective" to '7' = "important objective". Average success rating based on assigned values of '1' = "not successful" to '7' = "successful".

2-b) Perceived Success Of Secondary Schools In Meeting Objectives--University And CAAT Faculty

The perceptions of the faculty in the receiving institutions, regarding the success of secondary schools in achieving each of the specified objectives, appear generally to be more negative than those of the secondary school teachers. Skill development (language and problem solving) and the fostering of a positive attitude toward learning are of prime concern to these educators.

	Average Rating* Among University Faculty In Terms Of:	
	Importance Of Each Objective	Success Secondary Schools Have In Achieving Each Objective
	(399) #	(399) #
<u>Possible Objectives:</u>		
Develop first language skills	6.5	2.6
Encourage students to adopt a positive attitude toward learning	6.4	3.3
Develop problem solving skills	6.1	3.2
Foster individual, social responsibilities and values	5.3	3.8
Nurture personal growth and development	5.2	3.9
Aid students in choosing specific career goals	4.1	3.3
Develop an understanding of theoretical principles of a discipline or field	5.1	3.1
Provide training in specific job skills	2.7	3.1

(See Pages 1, 2, 16 And 17--
University Faculty)

* Average importance rating based on assigned values of '1' = "not important objective" to '7' = "important objective".
Average success rating based on assigned values of '1' = "not successful" to '7' = "successful".

2-b) (Continued)

	Average Rating* Among CAAT Faculty Faculty In Terms Of:	
	Importance Of Each Objective	Success Secondary Schools Have In
		Achieving Each
		Objective
	(400)	(400)
	#	#
<u>Possible Objectives:</u>		
Develop first language skills	6.5	2.6
Encourage students to adopt a positive attitude toward learning	6.5	3.1
Develop problem solving skills	6.3	3.0
Foster individual, social responsibilities and values	5.7	3.4
Nurture personal growth and development	5.6	3.7
Aid students in choosing specific career goals	5.2	3.4
Develop an understanding of theoretical principles of a discipline or field	4.8	3.2
Provide training in specific job skills	3.2	3.2

(See Pages 1 And 16--CAAT Faculty)

* Average importance rating based on assigned values of '1' = "not important objective" to '7' = "important objective". Average success rating based on assigned values of '1' = "not successful" to '7' = "successful".

3-a) Overall Evaluation Of Student Achievement At
Secondary Schools

Educators were asked to evaluate the overall achievement of students at secondary school by indicating whether achievement had improved a great deal, improved a little, remained the same, deteriorated a little or deteriorated a lot.

About half of all secondary school teachers state that the achievement of university and work force bound students has deteriorated. They are somewhat more positive about those students bound for CAATs. However, the CAAT faculty, which receives these students, is very critical--close to three-quarters indicate that achievement has deteriorated. University faculty are also relatively more critical than secondary school teachers regarding the achievement of students they receive from secondary schools.

The differences between the producer and the recipient groups in their assessment of achievement may indicate differences in the parameters used to define achievement. If secondary school teachers take the 'whole' student into account--skill development, knowledge base, and interpersonal/societal dimensions, while the CAAT or university faculty only judges achievement in terms of a student's ability to achieve in a specific course of study, one would expect the assessments to be somewhat different.

3-a) (Continued)

	Percent Of ...				
	Secondary School Teachers			CAAT Faculty	University Faculty
	CAAT Bound Students	Univer- sity Bound Students	Work Bound Students	CAAT Bound Students	Univer- sity Bound Students
	(973) %	(973) %	(973) %	(400) %	(399) %
Overall Achievement Of Secondary School Students Over Time:					
Improved a great deal	6 -31	6 -26	4 -26	2 -14	2 -14
Improved a little	25	20	22	12	12
Remained the same	26	17	24	11	13
Deteriorated a little	29 -37	38 -52	36 -46	42 -74	43 -68
Deteriorated a lot	8	14	10	32	25
No answer	6	5	4	1	5

(See Page 22--CAAT Faculty; Pages 64
And 65--Secondary School Teachers;
Page 22--University Faculty)

3-b) Variations In Attitudes Toward Overall Achievement--
By CAAT And University Faculty

The variations in attitudes held by CAAT and university faculty, classified by program area, regarding the achievement of secondary school students headed for their respective institutions, are illustrated on the opposite table.

Generally, assessment of student achievement is similar irrespective of the faculty divisions to which educators belong. There is some indication that CAAT faculty members in the Applied Arts division are less critical of incoming students than faculty in other divisions.

3-b) (Continued)

			Percent Of CAAT Faculty Stating Achievement Has...	
			<u>Improved</u>	<u>Deteriorated</u>
Total	(400)	%	14	74
<u>Program Area:</u>				
Applied Arts	(122)	%	16	67
Business	(73)	%	14	77
Health	(94)	%	15	76
Technology	(111)	%	13	77

			Percent Of University Faculty Stating Achievement Has...	
			<u>Improved</u>	<u>Deteriorated</u>
Total	(399)	%	14	68
<u>Program Area:</u>				
Humanities/Arts	(93)	%	14	73
Social Sciences	(105)	%	14	68
Sciences	(106)	%	10	64
Professional	(95)	%	17	66

(See Page 22--CAAT Faculty; Page 22--
University Faculty)

4-a) Reasons For Stating Student Achievement Has Improved--
Among Secondary School Teachers

Those teachers who felt student achievement at secondary schools has improved were asked to indicate why.

Perceptions as to why achievement has improved centre on three main areas: personal characteristics of the student--more sophisticated, aware, self-confident; system related--better teachers and facilities; and knowledge related--usually expressed as, "better prepared".

4-a) (Continued)

Percent Of Those Secondary School Teachers Who State Level Of Achievement Has Im- proved		
	University Bound	CAATs Bound
	(254)	(297)
	%	%
<u>Volunteered Reasons:**</u>		
<u>Student Related:</u>		
More mature/sophisticated	9	4
More self-confident	2	1
Better motivated/directed	9	17
More socially aware	10	2
<u>Skill-Related:</u>		
Improved oral expression	4	*
Improved critical analysis	10	-
Improved working habits	3	-
More knowledge in science/math	4	1
Better prepared	25	30
<u>System Related:</u>		
Better Teachers, Facilities	13	16
Other system related mentions	5	2
Miscellaneous	28	34
No answer	22	28

(See Pages 70, 84, 85, 88 And 89--
Secondary School Teachers)

* Less than 1%.

** Multiple mentions permitted.

4-b) Reasons For Stating Student Achievement Has Deteriorated--
Among Secondary School Teachers

Those secondary school teachers who feel that overall student achievement at secondary schools has deteriorated single out the secondary school system itself as the main reason. Complaints include lower scholastic standards, weaknesses of the credit system, lack of uniform standards and curriculum content.

4-b) (Continued)

	Percent Of Those Secondary School Teachers Who State Level Of Achievement Has Deteriorated	
	University Bound (507) %	CAAT Bound (361) %
<u>Volunteered Reasons:*</u>		
<u>Skills:</u>		
Lack first language skills	18	10
Lack mathematics	5	3
Lack critical/creative/independ- ent thinking skills	6	2
Other skill related reasons	5	10
<u>System Related:</u>		
Credit system/faddish courses	6	-
Credit system undermines funda- mentals	5	8
Credit system--students opt for easier/fun courses	10	7
Lower scholastic standards	23	18
Poor teaching quality	7	4
Lack of uniform standards	7	6
Students don't work hard	7	9
Large number of students	6	6
Inadequate supervision/imple- mentation of curriculum courses	4	9
<u>Student Related:</u>		
Lack motivation	5	13
Lack self-discipline	4	6
<u>Society Related:</u>		
Decline of work ethic	1	11
Permissive values	5	15
Other society related reasons	5	15
Miscellaneous	16	24
No answer	15	15

(See Pages 102, 103, 104, 108, 109
And 110--Secondary School Teachers)

* Multiple mentions permitted.

4-c) Reasons For Stating Student Achievement Has Deteriorated--
Among CAAT And University Faculty

Both post-secondary groups of faculty fault various facets of the secondary school system for the perceived deterioration in student achievement. Both university and CAAT faculty most often mention the lack of first language and math skills and the credit system per se as the causes of student deterioration in achievement.

	Percent Of Those ... Faculty Who State Level Of Achievement Has Deteriorated	
	CAAT (294) %	University (270) %
<u>Volunteered Reasons:</u>		
<u>Student Related:</u>		
Lack motivation	9	5
Lack self-discipline	6	4
<u>Society Related:</u>		
Permissive, individualistic values in society	7	3
Decline of work ethic	3	3
Pragmatic emphasis in society	3	3
Change in student expectations	2	2
Anti-intellectualism	1	4

... Continued

4-c) (Continued)

	Percent Of Those ... Faculty Who State Level Of Achievement Has Deteriorated	
	CAAT	University
	(294) %	(270) %
<u>Volunteered Reasons:*</u>		
<u>Skill-curriculum related:</u>		
Lack first language skills	38	28
Lack mathematic skills	29	11
Deficient in basics unspecified	7	6
Lack critical, creative, problem solving skills	8	13
Lack library/research skills	14	14
<u>System Related:</u>		
Credit system, faddish courses	2	3
Credit system undermines development of fundamentals	9	14
Inadequate supervision/implementation of curriculum	11	8
Credit system--students opt for easier/fun courses	6	3
Lower standards (scholastic)	7	12
Lack of common uniform standards	9	14
Poor teaching quality	4	8
Students don't work hard enough	4	4
Larger number of students stay in school	1	2
Grade inflation	6	3
Too much general knowledge, not enough depth	3	6
Miscellaneous comments	24	15

(See Pages 33, 34 And 35--CAAT Faculty; Pages 30 And 31--University Faculty)

* Multiple mentions permitted.

5. Proficiency Of Secondary School Graduates In Particular Skills--Assessed By Secondary School Teachers

Secondary school teachers were asked to judge whether the overall proficiency of secondary school graduates bound for university, CAAT, or the labour force has remained the same, improved or deteriorated over time.

Secondary school teachers generally do not differentiate the required level of student proficiency in basic math or language skills according to students' future plans. The majority of teachers indicate a deterioration in basic language skills for all graduates, regardless of destination. This perception is maintained among representatives of all disciplines.

Approximately one-half of the secondary teachers maintain that proficiency in math skills has deteriorated over time. This finding must be qualified by the sizeable proportion of teachers who indicate they have no basis for assessment (32% to 28%). It seems that all teachers must handle students' written and oral work, but they are not all exposed to the mathematical facility of a student.

Evaluation of proficiency in math among those educators who are in a better position to judge, namely, math and science teachers, must be taken into account. More math and science teachers claim that the proficiency of graduates in mathematics has deteriorated than do teachers in the other areas. Over half of the math teachers claim that deterioration has occurred in skills related to their field.

With respect to assessment of basic language proficiency, teachers from French language schools are less likely to say

there has been a deterioration than are teachers from English language schools. Nevertheless, a sizeable proportion of teachers from French language schools still believes that basic language proficiency has deteriorated--59% maintain this position when thinking about university bound, 48% when thinking about CAAT bound, and 55% when thinking about work bound students.**

Percent Of Secondary School Teachers:						
	Total	First		Mathe-	Scien-	
	(973)	Lan- guage*	History	matics	ces	Other
	%	(158) %	(103) %	(138) %	(174) %	(514) %
<u>Proficiency Of University Bound Students In:</u>						
<u>Basic Language Skills:</u>						
Remained the same	16	17	13	13	25	13
Improved	6	10	5	7	9	3
Deteriorated	72	68	78	69	56	78
Don't Know, Not Stated	6	6	6	12	10	6
<u>Basic Math Skills:</u>						
Remained the same	10	11	6	18	6	11
Improved	14	6	9	19	29	10
Deteriorated	48	34	38	59	52	49
Don't Know, Not Stated	28	50	47	4	13	30
<u>Skills Related To Your Specific Field:</u>						
Remained the same	18	14	4	14	20	19
Improved	36	15	51	22	41	40
Deteriorated	38	59	38	54	28	32
Don't Know, Not Stated	9	13	9	11	10	10

(See Pages 221 To 224--Secondary School Teachers)

* Throughout this report 'first language' teachers refer to secondary school teachers at English schools.

** See Detailed Tables Pages 221 to 224--Secondary School Teachers.

5. (Continued)

Percent Of Secondary School Teachers:						
	Total	First	History	Mathe-	Scien-	Other
	(973)	Language	(103)	matics	ces	(514)
	%	(158)	%	(138)	(174)	%
		%		%	%	
<u>Proficiency Of CAAT</u>						
<u>Bound Students In:</u>						
<u>Basic Language Skills:</u>						
Remained the same	16	22	13	12	23	12
Improved	4	9	-	4	5	2
Deteriorated	67	62	79	62	53	74
Don't Know, Not Stated	13	8	10	22	18	12
<u>Basic Math Skills:</u>						
Remained the same	11	12	3	15	13	10
Improved	7	5	-	12	13	4
Deteriorated	50	39	46	57	53	52
Don't Know, Not Stated	33	44	52	15	20	34
<u>Skills Related To</u>						
<u>Your Specific Field:</u>						
Remained the same	20	17	5	15	24	21
Improved	26	15	33	16	29	31
Deteriorated	38	56	50	49	29	32
Don't Know, Not Stated	16	13	13	20	18	16

(See Pages 227 To 230--Secondary School Teachers)

5. (Continued)

Percent Of Secondary School Teachers:						
Total	First		Mathe-	Scien-		
(973)	Language	History	matics	ces	Other	
%	(158)	(103)	(138)	(174)	(514)	%
Proficiency Of Work Force Bound Students In:						
<u>Basic Language Skills:</u>						
Remained the same	16	22	9	12	21	14
Improved	5	10	3	4	6	4
Deteriorated	68	64	66	70	56	73
Don't Know, Not Stated	10	6	23	14	16	9
<u>Basic Math Skills:</u>						
Remained the same	14	15	2	17	23	11
Improved	6	3	-	7	9	6
Deteriorated	52	44	42	64	53	54
Don't Know, Not Stated	28	38	56	12	15	29
<u>Skills Related To Your Specific Field</u>						
Remained the same	24	20	12	16	39	22
Improved	19	12	24	11	17	23
Deteriorated	40	54	46	56	28	36
Don't Know, Not Stated	17	15	19	17	16	19

(See Pages 233 To 236--Secondary School Teachers)

6. Attitudes Toward Specific Secondary School System Issues

To explore the attitudes of the profession toward the present secondary school system, educators were presented with a number of statements related to various issues pertinent to the system. They were asked to indicate on a five point verbal scale the degree to which they agreed or disagreed with each statement.*

Overall, educators, irrespective of the type of institution in which they teach, believe that student selection of courses at the secondary school level places too much responsibility on the student and that such a system does not necessarily result in enhancement of personal growth and development. Regarding course content, educators seem to feel that student interest is not necessarily lost if course concentration is on the fundamentals of a discipline. Furthermore, there is a strong belief that when necessary, remedial courses should be offered at the secondary school level.

Educators' views tend to be mixed when asked if they agree with the statement, "student interest is not maintained if course concentration is on the fundamentals of the discipline". Close to two-thirds (64%) of university faculty disagree with this statement and nearly half of the other two educator groups disagree. However, roughly one-third of secondary school teachers and CAAT faculty agree with this statement.

* Average scores were computed at the tabulation stage. The higher the positive (+) score, the greater the agreement; the higher the negative (-) score, the greater the disagreement.

The majority of educators, about three-quarters, is in agreement that a system which permits individual selection of courses places too much responsibility on the students to determine their educational needs.

While about half of secondary school teachers agree that a system which permits student selection of courses enhances personal growth and development, about half of the CAAT and university faculty disagree.

The profession is in strong agreement that remedial courses should be offered to those students who require them.

6. (Continued)

		Percent Of Faculty In Each Case Stating ...					Aver- age Rat- ing* #
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Disa- gree Some- what	Disagree Strongly	
<u>Student Interest Is Not Maintained If Course Concentration Is On The Fundamentals Of The Discipline:</u>							
Secondary Schools	(973) %	7	31 24	15	35	53 18	- 0.3
University	(399) %	4	22 18	13	30	64 34	- 0.7
CAAT	(400) %	8	32 24	21	28	47 19	- 0.3
<u>A System Which Allows Student Selection Of Courses Places Too Much Responsibility On Students To Determine What They Need To Know:</u>							
Secondary Schools	(973) %	37	75 38	5	13	20 7	+ 0.9
University	(399) %	44	76 32	7	12	16 4	+ 1.0
CAAT	(400) %	48	78 30	5	12	17 5	+ 1.0

... (Continued)

6. (Continued)

		Percent Of Faculty In Each Case Stating ...					Aver- age Rat- ing* #
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Disa- gree Some what	Disagree Strongly	
<u>A System Which Allows Student Selection Of Courses Enhances Per- sonal Growth And De- velopment:</u>							
Secondary Schools	(973) %	7	54 ┌───┴───┐ 47	7	23	37 ┌───┴───┐ 14	+ 0.1
University	(399) %	6	35 ┌───┴───┐ 29	13	33	51 ┌───┴───┐ 18	- 0.3
CAAT	(400) %	6	39 ┌───┴───┐ 33	10	34	51 ┌───┴───┐ 17	- 0.2
<u>Remedial Courses Should Be Offered (Where Nec- essary) In Secondary Schools To Bring Stu- dent Performance To A Common Acceptable Level:</u>							
Secondary Schools	(973) %	56	82 ┌───┴───┐ 26	7	5	9 ┌───┴───┐ 4	+ 1.3
University	(399) %	55	82 ┌───┴───┐ 27	7	5	9 ┌───┴───┐ 4	+ 1.3
CAAT	(400) %	73	92 ┌───┴───┐ 19	4	2	6 ┌───┴───┐ 4	+ 1.6

(See Pages 34 To 36--University Faculty;
Pages 36 To 39--CAAT Faculty;
Pages 76 To 79--Secondary School
Teachers)

* Based on assigned values with "agree strongly" = "+2",
"agree somewhat" = "+1", "neither agree nor disagree" = "0",
"disagree somewhat" = "-1" and "disagree strongly" = "-2".

B. Assessment Of The University System

7-a) Objectives

Faculty members at universities across Ontario generally agree on what the primary objectives of undergraduate schools should be.

Development of an understanding of the theoretical principles of disciplines or fields, development of problem solving skills and fostering of positive attitudes toward learning are perceived by university faculty to be the most important goals of an undergraduate university education. This view is consistent among representatives of the various discipline or program areas of the university faculty.

Nurturing growth and personal development of students, fostering individual and social responsibilities and values, the development of first language skills and professional skills are given relatively lower priorities. Faculty in the humanities and arts fields place somewhat more emphasis on the importance of first language skills than do their colleagues in other disciplines. Nevertheless, even for members of the former group, development of first language skills is viewed as being a relatively low priority objective.

7-a) (Continued)

Importance Of Possible Objectives For Universities:	Average Rating* Among University Faculty In:			
	Humanities/ Arts	Social Sciences	Sciences	Professional
	(93)	(105)	(106)	(95)
	#	#	#	#
Develop an understand- ing of theoretical principles of a discipline or a field	6.5	6.4	6.3	6.6
Develop problem solving skills	6.2	6.3	6.3	6.4
Encourage students to adopt a positive attitude toward learning	6.2	6.0	6.3	6.1
Foster individual and social respon- sibilities and values	5.2	5.2	4.9	5.6
Develop professional skills	4.6	4.8	5.0	5.5
Nurture personal growth and develop- ment	5.1	4.8	4.6	5.2
Develop first language skills	5.5	4.8	4.1	4.1

(See Pages 42 And 43--University
Faculty)

* Based on assigned values from '1' = "not important"
to '7' = "important" objective.

7-b) Perceived University Objectives--
Among Secondary School Teachers

The table opposite examines the average ratings assigned by secondary school teachers to the importance of each objective for an undergraduate university education (first column), and compares it to that assigned each by the university faculty (second column). In this way, the table illustrates the extent to which the "feeding" and "receiving" institutions agree on the aims of universities.

Secondary school teachers also believe that the primary objectives for universities should be development of an understanding of the theoretical principles of a discipline or field, problem solving skill development and the fostering of a positive attitude toward learning. However, secondary school teachers tend to place relatively more emphasis on the importance of personal development, first language development and vocational training than do university faculty. The rank order of these objectives does not vary between members of these educator groups.

7-b) (Continued)

	Average Rating* Among ...	
	Secondary School Faculty (973) #	University Faculty (399) #
<u>Importance Of Possible Objectives For Universities:</u>		
Develop an understanding of theoretical principles of a discipline or a field	6.3	6.5
Develop problem solving skills	6.2	6.3
Encourage students to adopt a positive attitude toward learning	5.9	6.2
Foster individual and social responsibilities and values	5.6	5.2
Develop professional skills	5.6	5.0
Nurture personal growth and development	5.4	4.9
Develop first language skills	5.3	4.6

(See Pages 42, 43--University Faculty;
Page 120 And 121--Secondary
School Teachers)

* Based on assigned values of '1' = "not important" to
'7' = "important" objective.

7-c) Other Important Objectives For Undergraduate Schools
At University

Educators were given the opportunity to volunteer objectives for undergraduate schools at universities in addition to those objectives presented.

The majority of university faculty (65%) and secondary school teachers (90%) add no new goals probably indicating that the objectives presented to educators were felt to be inclusive. Most university educators who volunteer additional objectives underline the development of problem solving skills as an objective of an undergraduate education.

7-c) (Continued)

	Percent Of:	
	University Faculty (399) %	Secondary School Teachers (973) %
<u>Other Volunteered Objectives:**</u>		
<u>Skill Development:</u>		
Problem solving/critical analysis/ creative, independent thinking	13	1
Second language skills	3	*
Library/research skills	2	1
Other 'skill' related mentions	4	4
<u>Knowledge:</u>		
Provide liberal education	4	*
Canadian studies	2	1
Other knowledge related mentions	11	1
<u>Personal:</u>		
Moral values, value choices, awareness of alternative values	4	1
Appreciation of learning as a lifelong process	4	1
Other personal	9	2
Miscellaneous	3	2
No answer	65	90

(See Pages 48 To 50--University
Faculty; Pages 130 And 131--
Secondary School Teachers)

* Less than 1%.

** Multiple mentions permitted.

8. Perceived Success Of Universities--Among University Faculty

University faculty were asked to indicate how successful they felt undergraduate institutions are in meeting each of the possible objectives. The success ratings are shown on the table opposite, alongside the importance rating of each objective. As discussed in previous sections, the meaning of a success rating is dependent on the importance given a particular objective.

Of the three most important objectives, university faculty perceive their institutions to be less successful in encouraging students to develop a positive attitude toward learning and in developing problem solving skills in students. They perceive the most important objective--developing a student's understanding of theoretical principles of a discipline or field--to be most successfully achieved.

8. (Continued)

Average Rating* Among University Faculty:		
	Importance Of Each Objective	Success Universities Have Had In Achieving Each Objective
	(399)	(399)
	#	#
<u>Possible Objectives:</u>		
Develop an understanding of theoretical principles of a discipline or a field	6.5	5.0
Develop problem solving skills	6.3	4.6
Encourage students to adopt a positive attitude toward learning	6.2	4.1
Foster individual and social responsibilities and values	5.2	3.9
Develop professional skills	5.0	4.7
Nurture personal growth and development	4.9	4.1
Develop first language skills	4.6	3.3

(See Pages 42, 43, 57 & 58--
University Faculty)

* Average 'importance' rating based on assigned values from '1' = "not important" to '7' = "important" objective.
Average 'success' rating based on assigned values from '1' = "not successful" to '7' = "successful".

9-a) Assessment Of The Overall Achievement Of Students
At Undergraduate Schools Of Ontario Universities

Almost half of all university faculty members state that achievement of students at undergraduate schools has deteriorated over time. Secondary school teachers are in accord with the university faculty members' assessment.

This finding is consistent with the university faculty's negative assessment of secondary schools' success in meeting possible objectives, and with the perception that skill acquisition in first language and mathematics has deteriorated over time (see Section 11-a). If the academic abilities of the entering student are believed to have deteriorated over time, it is reasonable to expect that this will be reflected in the performance of institutions receiving such students.

About 2-in-10 secondary school teachers, and about the same proportion of university faculty, believe that achievement at universities has improved. Referring to Section 3-a), it can be seen that similar levels of perceived improvement were reported by these educators when asked to assess the achievement of university bound secondary school students.

9-a) (Continued)

	Percent Of:	
	Secondary School Teachers (973) %	University Faculty (399) %
Overall Achievement Of Students At Universities Over Time:		
Improved a great deal	4	3
	19	23
Improved a little		
	15	20
Remained the same	24	22
Deteriorated a little	34	39
	45	49
Deteriorated a lot		
	11	10
No answer	14	6

(See Page 64--University Faculty;
Page 126--Secondary School
Teachers)

9-b) Assessment Of The Overall Achievement Of Students--
Among Various Program Areas Of University Faculty

With one exception, assessment of student achievement at undergraduate schools, among university faculty in different program areas, are fairly consistent. Faculty from the professional departments tend to be somewhat more positive in their evaluation than faculty from other program areas.

9-b) (Continued)

	Percent Of ...			
	University Faculty In ...			
	Humanities/ Social			
	Arts	Sciences	Sciences	Professional
	(93)	(105)	(106)	(95)
	%	%	%	%
Overall Achievement Of Students At <u>Universities Over Time:</u>				
Improved a great deal	3	2	5	2
	18	20	19	35
Improved a little	15	18	14	33
Remained the same	22	20	23	24
Deteriorated a little	43	46	41	27
	58	55	50	37
Deteriorated a lot	15	9	9	10

(See Page 63--University Faculty)

10-a) Reasons For Stating Student Achievement Has
Improved--University Faculty

Those university faculty who feel that student achievement has improved at undergraduate schools are most likely to mention raised standards and improved teaching faculty as the primary reasons for their evaluation.

10-a) (Continued)

Percent Of Those
University Faculty
Who State Achievement
Has Improved

(91)
%

Volunteered Reasons:*

System Related:

Teaching faculty, facilities have improved	20
Raised standards	19
Other system related reasons	6

Student Related:

Students are more aware, critical	8
Students are more mature	4
Oral expression has improved	3
Social awareness, responsibility improved	4
Personal, social, self-confidence improved	4

(See Page 73--University Faculty)

* Multiple mentions permitted.

10-b) Reasons For Stating Student Achievement Has Deteriorated--University Faculty

Those faculty members who feel student achievement has deteriorated fault the universities for having lowered entrance requirements and standards. They also cite the BIU method of funding and they are critical of the calibre of students entering from the secondary school system.

In essence, the university faculty who volunteer reasons for deterioration focus on factors external to their classrooms. They are not receiving students as qualified as they once were, because entrance standards have been relaxed, and/or because secondary school training is not considered to be as successful as it once was. Again, these reasons are consistent with the perceived deterioration in basic skill acquisition at the secondary level (see Section 11-a)).

10-b) (Continued)

Percent Of Those
University Faculty
Who State Achievement
Has Deteriorated:

(198)

%

Volunteered Reasons:*

System Related:

Lowered entrance requirements/ standards of achievement	24
Increase in number of students attending	17
Economic factors (lowered standards to get students, BIU method of financing)	16
Other	3

Student Related:

Entering from secondary schools not well-prepared	23
Lack language skills	9
Lack drive/positive attitude toward learning	7
Other	6

Teacher Related:

Poor quality teachers	3
Too much emphasis on need to publish--less teaching time	2
Reluctance to fail students for fear of losing job	2
Too much time spent on remedial work	2
Other teacher related reasons	2

(See Pages 77 And 78--University
Faculty)

* Multiple mentions permitted.

10-c) Reasons For Stating Student Achievement At Universities
Has Improved Or Deteriorated--Secondary School Teachers

The responses of secondary school teachers do not differ greatly from those of the university faculty in terms of the reasons stated for believing that there has been either an increase or decrease in student achievement at university undergraduate schools in Ontario. Those secondary school teachers who believe there has been an increase in achievement at universities do not focus on any particular reason other than an improved teaching faculty. Deterioration is primarily believed to result from lowered entrance requirements (in some cases, for economic reasons) and less well-prepared entrants.

Percent Of Those Secondary
School Teachers Who State
Achievement At Universi-
ties Has Improved:
(177)
%

Volunteered Reasons:*

System Related:

Teaching faculty, facilities have improved	15
Raised standards	7
Greater selectivity with regard to program placement	5
Other system related reasons	5

Student Related:

Students are more aware, critical	1
Students are more mature	2
Oral expression has improved	4
Social awareness, responsibility improved	7
Personal, social, self-confidence improved	1

(See Page 142--Secondary School Teachers)

* Multiple mentions permitted

10-c) (Continued)

Percent Of Those Secondary
School Teachers Who State
Level Of Achievement At Uni-
versities Has Deteriorated
(434)
%

Volunteered Reasons:*

Student Related:

Students entering from secondary schools not well prepared	15
Lack language skills	5
Lack drive/positive attitude toward learning	5
Other student related reasons	4

System Related:

Economic related--lowering standards to get students	19
Lowered entrance requirements/ standards of achievement	26
Increase in number of students	7
Other system related reasons	2
Teachers	5
Miscellaneous	10
No answer	29

(See Pages 148 And 149--Secondary School Teachers)

* Multiple mentions permitted.

11-a) Proficiency Of Secondary School Graduates In
Particular Skills--Assessed By University Faculty

When asked to indicate whether the proficiency of university bound students in specific skills has remained the same, improved or deteriorated over time, the reactions of university faculty parallel reactions of secondary school teachers (see Sub-section 5).

The majority of university faculty claims that first language skills have deteriorated, although more than one-third of the faculty claim they do not know about math skills. Among those faculty with the greatest classroom exposure to students' competence in mathematics--those teaching the Sciences--the claim that such competence has deteriorated is voiced by a majority (59%).

11-a) (Continued)

Percent Of University Faculty:					
	Total (399) %	Human- ities/ Arts (93) %	Social Sciences (105) %	Sciences (106) %	Profes- sional (95) %
<u>Proficiency In:</u>					
<u>Basic Language Skills:</u>					
Remained the same	16	12	25	10	15
Improved	2	2	2	2	3
Deteriorated	69	75	63	68	71
Don't Know	13	10	11	20	13
<u>Basic Math Skills:</u>					
Remained the same	13	10	17	10	15
Improved	10	2	7	13	19
Deteriorated	40	22	32	59	44
Don't Know	37	67	44	18	22
<u>Skills Related To Your Specific Field:</u>					
Remained the same	27	18	39	24	27
Improved	15	18	13	14	14
Deteriorated	44	54	31	49	44
Don't Know	14	10	16	13	15

(See Page 154--University Faculty)

11-b) Methods Of University Response To Deterioration In Basic
First Language And Math Skills--Stated By University
Faculty Claiming Deterioration

As the table opposite illustrates, the main form of university response to perceived deterioration of basic first language and math skills is thought to be the lowering of expectations. Furthermore, almost one-half of those faculty who believes that first language and math skills have deteriorated indicate that universities have responded by providing remedial programs. Interestingly, the cause of deterioration in student achievement over time is often seen to be a result of lowered expectations/standards (see Section 10), and the response to deteriorating skill acquisition is also seen to be the lowering of expectations.

Change in course content is the third most frequently mentioned response by universities to deterioration in language and math skills. It appears that change in course content is more often perceived to be universities' response to deteriorated math skills than to deteriorated language skills.

11-b) (Continued)

Percent Of University Faculty Stating Basic Language Skills Have Deteriorated					
	Total	Human- ities/ Arts	Social Sciences	Sciences	Profes- sional
	(275)	(70)	(66)	(72)	(67)
	%	%	%	%	%
Ways In Which University Has Responded:*					
Provided remedial programs	46	60	39	35	49
Lowered expectations	68	74	79	58	61
Changed course content	22	36	29	11	13

(See Page 140--University Faculty)

Percent Of University Faculty Stating Basic Math Skills Have Deteriorated					
	Total	Human- ities/ Arts	Social Sciences	Sciences	Profes- sional
	(159)	(20)	(34)	(63)	(42)
	%	%	%	%	%
Ways In Which University Has Responded:*					
Provided remedial programs	47	35	38	51	55
Lowered expectations	54	50	71	49	48
Changed course content	35	35	41	40	21

(See Pages 166 And 167--University
Faculty)

* Multiple mentions permitted.

12. Attitudes Toward Specific University System Issues

University faculty have mixed reactions to the statement that their institutions should be more responsive to the market place. Examination of faculty by their various program areas reveals that those teaching in the humanities and arts faculty are relatively more opposed to the concept while, understandably, those in the professional fields are more receptive to it. Both CAAT faculty and secondary school teachers are more consolidated in their views with the majority in agreement with the need for more university responsiveness to the needs of the market place.

University faculty are divided in their opinion regarding the need for a uniform first year program at universities. Individuals teaching in the humanities/arts and social science fields are more opposed to this requirement, whereas those in the science and professional fields are more likely to favour this requirement. About one-half of the CAAT faculty agree that a uniform first year should be required at universities. Secondary school teachers are particularly positive toward this concept, with 6-in-10 agreeing.

All three groups of educators are divided in their opinion as to whether universities should provide remedial programs. University faculty teaching in the humanities/arts and social science fields are more receptive to the need for universities to provide remedial programs, whereas those teaching in the science and professional areas are less receptive to it.

12. (Continued)

		Percent Of Faculty In Each Case Stating ...					Aver- age Rat- ing* #
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly	
<u>Attitudes Toward Uni- versities:</u>							
<u>Universities Should Be More Responsive To The Needs Of The Market Place:</u>							
University Faculty	(399) %	7	33 26	18	28	49 21	- 0.3
CAAT Faculty	(400) %	24	58 34	15	17	26 9	+ 0.5
Secondary School Teachers	(973) %	18	55 37	14	19	31 12	+ 0.3
<u>All Students Entering A Specific Faculty Or Division Within A Given University Should Be Required To Take A Uniform First Year Pro- gram:</u>							
University Faculty	(399) %	18	46 28	9	23	45 22	± 0
CAAT Faculty	(400) %	23	50 27	16	18	33 15	+ 0.3
Secondary School Teachers	(973) %	24	61 37	12	18	28 10	+ 0.5

... (Continued)

12. (Continued)

		Percent Of Faculty In Each Case Stating ...					Aver- age Rat- ing*
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly	
Attitudes Toward Uni- versities:							#
Universities Should Provide Remedial Pro- grammes (Where Neces- sary) To Bring Stu- dent Performance To A Common Acceptable Level:							
University Faculty	(399) %	20	47 27	7	21	45 24	0
CAAT Faculty	(400) %	21	45 24	13	17	42 25	0
Secondary School Teachers	(973) %	19	46 27	12	19	42 23	± 0

(See Pages 67, 68 And 69--University
Faculty; Pages 103, 106, 107 And
108--CAAT Faculty; Pages 137 To
139--Secondary School Teachers)

* Based on assigned values with "agree strongly" = '+2', "agree
somewhat" = '+1', "neither agree nor disagree" = '0', "disagree
somewhat" = '-1' and "disagree strongly" = '-2'.

12. (Continued)

	Average Rating* Among University Faculty			
	In:			
	Humanities/ Arts	Social Sciences	Sciences	Professional
	(93) #	(105) #	(106) #	(95) #
Universities should be more responsive to the needs of the market place	-0.7	-0.4	-0.4	+0.3
All students entering a specific faculty or division within a given university should be required to take a uniform first year programme	-0.2	-0.4	+0.2	+0.3
Universities should provide remedial programmes (where necessary/to bring student performance to a common acceptable level	+0.4	+0.3	-0.4	-0.3

(See Pages 67, 68 And 69--University Faculty)

* Based on assigned values with "agree strongly" = '+2', "agree somewhat" = '+1', "neither agree nor disagree" = '0', "disagree somewhat" = '-1' and "disagree strongly" = '-2'.

C. Assessment Of The College Of Applied Arts And
Technology System

13-a) Objectives

Vocational training is the most important objective of a CAAT education according to CAAT faculty members. Closely aligned to this goal in terms of priorities for CAAT institutions is the perceived importance of the development of problem solving skills. Encouraging a positive attitude toward learning and providing students with the theoretical principles of a discipline or field also are of importance to these educators. CAAT educators place less emphasis on the importance of personal and interpersonal skills and first language skills as objectives for the CAAT system.

Faculty members in the four main program areas at CAATs are generally in agreement regarding CAAT goals. Faculty in the health division place more emphasis on the importance of personal and social skills than their colleagues in other disciplines. This undoubtedly reflects the importance these skills have in the health field, per se.

13-a) (Continued)

	Average Rating* Among CAAT Faculty In:			
	Applied			
	Arts	Business	Health	Technology
	(122)	(73)	(94)	(111)
	#	#	#	#
<u>Importance Of Possible Objectives For CAATs:</u>				
Develop vocational and career skills	6.3	6.6	6.7	6.7
Develop problem solving skills	6.2	6.5	6.4	6.5
Encourage students to adopt a positive attitude toward learning	6.0	5.9	6.1	5.9
Develop an understanding of theoretical principles of a discipline or field	5.8	5.5	6.4	6.1
Nurture personal growth and development	5.6	5.5	6.1	4.8
Foster individual and social responsibilities and values	5.7	5.2	6.0	4.8
Develop first language skills	4.7	5.0	4.5	4.5

(See Page 37, 44 And 45--CAAT Faculty)

* Based on assigned values from '1' = "not important" to '7' = "important" objective.

13-b) CAAT Objectives--Secondary School Teachers

The table opposite examines the average ratings assigned by secondary school teachers regarding CAAT objectives and compares them with those assigned by CAAT faculty. Secondary school teachers are generally in agreement with CAAT faculty regarding the goals of a CAAT education. With respect to language skill development, however, the expectations of the two groups are different. Secondary school teachers tend to ascribe relatively more importance than CAAT faculty to this objective.

13-b) (Continued)

	Average Rating* Among:	
	Secondary School Teachers (973) #	CAAT Faculty (400) #
<u>Importance Of Possible Objectives For CAATs:</u>		
Develop vocational and career skills	6.1	6.6
Develop problem solving skills	6.0	6.4
Encourage students to adopt a positive attitude toward learning	5.8	6.0
Develop an understanding of theoretical principles of a discipline or field	5.6	6.0
Nurture personal growth and development	5.3	5.5
Foster individual and social responsi- bilities and values	5.6	5.5
Develop first language skills	5.4	4.6

(See Page 44 And 45--CAAT Faculty;
Page 124--Secondary School
Teachers)

*Based on assigned values from '1' = 'not important' to '7' =
'important' objective.

14. Perceived Success Of CAATs--Among CAAT Faculty

CAAT faculty are reasonably satisfied with the performance of their institution in what is regarded as the most important objective, namely, vocational training.

It is interesting to note that CAAT faculty's appraisal of the CAAT system's success in meeting what is perceived to be its most important objective (vocational training) is higher than the university faculty's appraisal of its institution's success in meeting its most important objective and also higher than the secondary school's self-appraisal. This finding may be related to the CAAT system's greater ability to measure success--if graduates get jobs, and can perform at levels acceptable to employers, their training can be called "successful". There is no comparable way of measuring a person's understanding of the theoretical principles of a discipline or field (university), or of the degree to which a student has developed a positive attitude toward learning (secondary school).

14. (Continued)

Importance Of Possible Objectives For CAATs:	Average Rating* Among CAAT Faculty:	
	Importance Of Each Objective	Success CAATs Have In Achieving Each Objective
	(400)	(400)
	#	#
Develop vocational and career skills	6.6	5.9
Develop problem solving skills	6.4	4.8
Encourage students to adopt a positive attitude toward learn- ing	6.0	4.3
Develop an understanding of theoretical principles of a discipline or field	6.0	5.0
Nurture personal growth and development	5.5	4.5
Foster individual and social responsibilities and values	5.5	4.2
Develop first language skills	4.6	3.6

(See Pages 44, 45, 56 And 57--CAAT
Faculty)

* 'Importance' ratings based on assigned values from '1' = 'not
important' to '7' = 'important' objective. 'Success' ratings
based on assigned values for '1' = 'not successful' to '7' =
'successful'.

15. Assessment Of The Overall Achievement Of Students At CAATs

The majority (61%) of the faculty at CAATs states that student achievement has improved over time. The remainder's opinion is divided with about one-half stating there has been no change and about one-half stating student achievement has deteriorated. Faculty members from the Applied Arts and Business divisions are generally more complimentary regarding the performances of students than are those in the Health and Technology divisions.

While secondary school teachers appear to be much less positive in their assessment of the achievement of students at CAATs, about 3-in-10 did not respond to the question. Among those secondary school teachers who responded the general impression is still relatively favourable--the majority believes that achievement of students at CAATs has improved or at minimum, remained the same.

15. (Continued)

	Percent Of ...	
	Secondary School Teachers (973) %	CAAT Faculty (400) %
<u>Overall Achievement Of Students At CAATs Over Time:</u>		
Improved a great deal	6	23
	33	61
Improved a little	27	38
Remained the same	24	18
Deteriorated a little	12	15
	13	16
Deteriorated a lot	1	1
No answer	30	6

(See Page 62--CAAT Faculty;
Page 70--University Faculty;
Page 152--Secondary School
Teachers)

<u>Percent Of CAAT Faculty Stating Achievement Of Students At CAATs Has Improved Over Time</u>		
<u>Program Area:</u>		
Applied Arts	(122) %	65
Business	(73) %	69
Health	(94) %	52
Technology	(111) %	57

(See Page 62--CAAT Faculty)

16-a) Reasons For Stating Student Achievement Has Improved--
CAAT Faculty

Faculty members attribute improved student achievement at CAATs to the general improvements in the CAAT system, per se. Over time, the colleges have matured through experience, have resolved their growth problems and have kept pace with the needs of the communities.

16-a) (Continued)

Percent Of Those CAAT
Faculty Who State Level
Of Achievement Has
Improved

(241)

%

Volunteered Reasons:*

System Related:

Responsive to social and community needs	15
Have matured through experience/growth problems resolved	20
Improving/updating objectives, more programs, meet student needs	8
Better equipped	3
More emphasis on job training	4

Student Related:

Witnessed by graduates success and happiness, teacher observation	14
Quality of student has improved	3

Teacher Related:

Higher standard of teaching staff	11
Teachers work to raise level of achievement	4

Community Related:

Good response from business/industry	6
Relationship between education and jobs	4
Miscellaneous	18

(See Pages 74, 75 And 76--CAAT
Faculty)

* Multiple mentions permitted.

16-b) Reasons For Stating Student Achievement At CAATs Has Improved--Among Secondary School Teachers

Like CAAT educators, the secondary school teachers who express reasons for improvement of achievement of students at CAATs believe that the principal reason is an improved system, mainly the result of updating and revising objectives and programs to meet the needs of CAAT students.

16-b) (Continued)

Percent Of Those
Secondary School Teachers
Who State Achievement At
CAATs Has Improved

(324)
%

Volunteered Reasons:*

Systems Related:

Responsive to social and community needs	4
Have matured through experience/growth problems resolved	9
Improving/updating objectives, more programs, meet student needs	13
Better equipped	5
More emphasis on job training	7
Other system related reasons	1

Student Related:

Witnessed by graduates success and happiness, teacher observation	5
Quality of student has improved	4
Other student related reasons	4

Teacher Related:

Higher standard of teaching staff	7
-----------------------------------	---

Community Related:

Good response from business/industry	5
Relationship between education and jobs	3
No answer	44

(See Pages 171-1 And -2--Secondary School Teachers)

* Multiple mentions permitted.

16-c) Reasons For Stating Student Achievement At CAATs
Has Deteriorated--Among Secondary School Teachers

Those secondary school teachers who feel student achievement at CAATs has deteriorated state that the preparation of the student entering from secondary schools is not sufficient. Further, lower standards coupled with high enrollment contribute to teachers' belief that there has been deterioration.

16-c) (Continued)

Percent Of Those Secondary
School Teachers Who State
Level Of Achievement At
CAATs Has Deteriorated

(125)
%

Volunteered Reasons:*

Students entering from secondary schools not well prepared	15
Too much time spent on remedial work	6
Low standards--high enrolment	12
Credit system	6
Other	11
Miscellaneous	29
No answer	38

(See Pages 177 And 178--Secondary School Teachers)

* Multiple mentions permitted.

17-a) Proficiency Of Secondary School Graduates In Particular Skills--Assessed By CAAT Faculty

When asked to evaluate student proficiency in basic language and math skills over time, the majority of CAAT faculty claims that in both areas, proficiency has deteriorated. The perceptions of deficiency is more widespread regarding basic language skills (70%) than math skills (58%).

There are differences across the divisions regarding math proficiency. Faculty in applied arts seem reluctant to judge proficiency in math. More faculty in the technology division perceive a deterioration (75%) than health (67%) or business (56%). This finding probably reflects the reliance on math skills in each of these divisions.

17-a) (Continued)

	Percent Of CAAT Faculty				
	Total (400) %	Applied Arts (122) %	Busi- ness (73) %	Health (94) %	Tech- nology (111) %
<u>Proficiency In:</u>					
<u>Basic Language Skills:</u>					
Remained the same	15	13	18	13	17
Improved	6	8	7	4	3
Deteriorated	70	64	67	78	73
Don't Know	10	15	8	6	7
<u>Basic Math Skills:</u>					
Remained the same	18	20	19	14	16
Improved	6	4	12	7	5
Deteriorated	58	34	56	67	75
Don't Know	19	42	12	12	4
<u>Skills Related To Your Specific Field:</u>					
Remained the same	32	27	40	28	37
Improved	21	25	23	19	15
Deteriorated	29	24	26	34	32
Don't Know	18	24	11	19	15

(See Pages 159 And 160--CAAT Faculty)

17-b) Methods Of CAAT Response To Deterioration In Basic First
Language And Math Skills--Stated By CAAT Faculty
Claiming Deterioration

The major form of response taken by CAAT institutions to deterioration in both basic language and math skills is thought to be the provision of remedial programs. However, a sizeable proportion, over one-third of the CAAT educators, believes that the response to both deteriorated basic language and math skills has been to 'lower expectations and standards'.

17-b) (Continued)

Percent Of Those CAAT Faculty Who Stated Basic Language Skills Have Deteriorated:					
Ways In Which CAAT Has Responded:*	Total	Applied	Busi-	Health	Tech-
	(281)	Arts	ness	(73)	nology
	%	(78) %	(49) %	%	(81) %
Provided remedial programs	69	74	78	63	64
Lowered expectations and standards	40	46	41	23	48
Changed course content	27	33	25	*18	30

(See Page 171--CAAT Faculty)

* Multiple mentions permitted.

Percent Of Those CAAT Faculty Who Stated Basic Language Skills Have Deteriorated:					
Ways In Which CAAT Has Responded:	Total	Applied	Busi-	Health	Tech-
	(230)	Arts	ness	(63)	nology
	%	(42) %	(41) %	%	(83) %
Provided remedial programs	67	55	71	71	69
Lowered expectations and standards	34	48	29	14	46
Changed course content	27	38	24	13	33

(See Page 172--CAAT Faculty)

* Multiple mentions permitted.

18. Attitudes Toward Specific CAAT System Issues

All three educator groups are in high agreement with the principles that CAATs should be more responsive to business and industry. They also, although to a somewhat lesser extent, are in agreement with the social role CAATs should play in communities.

Regarding course content, CAAT educators are divided in their opinion regarding the need for a uniform first year program. More faculty in the business division express an interest in such a program than do faculty in other divisions. Faculty in the applied arts division are most likely to be in opposition to such a requirement. Although divided in their opinion of the need for a uniform first year program, educators generally agree that CAATs should provide remedial programs.

18. (Continued)

		Percent Of Educators Stating ...					Average Rating* #
		Agree	Agree	Dis-			
		Agree	Some-	Nor	Some-	Disagree	
		Strongly	what	Disagree	what	Strongly	
<u>Attitudes Toward CAAT System:</u>							
CAATs Should Be More Responsive To The Needs Of Business, Industry, And Other Employers In Communities:							
University Faculty	(399) %	62	89	27	2	2	+ 1.6
CAAT Faculty	(400) %	74	96	22	2	2	+ 1.7
Secondary School Teachers	(973) %	70	95	25	2	1	+ 1.7
CAATs Should Be More Responsive To The Social Needs In Communities:							
University Faculty	(399) %	42	79	37	10	4	+ 1.2
CAAT Faculty	(400) %	49	87	38	9	4	+ 1.3
Secondary School Teachers	(973) %	42	85	43	10	3	+ 1.2

.... (Continued)

18. (Continued)

		Percent Of Educators Stating ...					Average Rating* #	
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly		
<u>Attitudes Toward CAAT System:</u>								
CAATs Should Provide Remedial Programs (Where Necessary) To Bring Student Performance To A Common Acceptable Level:								
University Faculty	(399) %	39	76 37	10	4	8 4	+ 1.1	
CAAT Faculty	(400) %	44	78 34	7	10	15 5	+ 1.0	
Secondary School Teachers	(973) %	32	62 30	15	12	22 10	+ 0.6	
<u>All Students Entering A Specific Division Within A Given CAAT Should Be Required To Take A Uniform First Year Program:</u>								
University Faculty	(399) %	10	28 18	30	19	34 15	- 0.1	
CAAT Faculty	(400) %	22	45 23	12	16	44 28	± 0	
Secondary School Teachers	(973) %	18	49 31	21	18	27 9	+ 0.4	

(See Pages 97 To 100--University Faculty; Pages 66 To 69--CAAT Faculty) Pages 165 To 168--Secondary School Teachers)

* Based on assigned values of '+2' = "agree strongly", '+1' = "agree somewhat", '0' = "neither agree nor disagree", '-1' = "disagree somewhat" and '-2' = "disagree strongly".

18. (Continued)

	Average Rating* Among CAAT Educators In:			
	Applied			
	Arts	Business	Health	Technology
	(122) #	(73) #	(94) #	(111) #
<u>Attitudes Toward CAAT System:</u>				
CAATs should be more responsive to the needs of business, industry, and other employers in communities	+ 1.5	+ 1.7	+ 1.8	+ 1.7
CAATs should be more responsive to the social needs in communities	+ 1.5	+ 1.1	+ 1.5	+ 1.0
CAATs should provide remedial programs (where necessary) to bring student performance to a common acceptable level	+ 1.1	+ 1.1	+ 0.9	+ 1.0
All students entering a specific division within a given CAAT should be required	- 0.2	+ 0.5	- 0.3	± 0

(See Pages 60 To 69--CAAT Faculty)

* Based on assigned values with "agree strongly" = '+2', "agree somewhat" = '+1', "neither agree nor disagree" = '0', "disagree somewhat" = '-1' and "disagree strongly" = '-2'.

II. STRUCTURE OF SECONDARY AND POST-SECONDARY EDUCATION

Introduction

The previous sections have dealt with the philosophical issue of the objectives of secondary and post-secondary education, and opinions as to how well stated objectives are being achieved.

In the following sections we examine educators' opinions on a number of different issues including secondary school preparation and achievement, and post-secondary admissions. All of these issues are related to the broader question of what the structure of the secondary and post-secondary systems should be in order to best achieve their perceived goals.

19-a) Attitudes Toward Compulsory Core

Educators were asked if they thought compulsory core subjects should be established at the secondary school level and if so, for what types of students.

The teaching profession in general, is virtually unanimous in its belief that compulsory core subjects should be established at the secondary level. The majority claims that compulsory subjects should be introduced for all students, regardless of their future plans.

19-a) (Continued)

	Percent Of ...		
	Secondary School Teachers (973) %	University Faculty (399) %	CAAT Faculty (400) %
<u>Compulsary Core Subjects Should Be Established:</u>	97	98	97
For all students irrespec- tive of their future plans	91	79	85
Only for those students who plan to go on to university	*	4	1
Only for those students who plan to go into a CAAT	*	*	*
Only for those students who plan to go on to a CAAT or university	6	14	9

(Derived From Tables On Page 120--
CAAT Faculty, Page 117--University
Faculty, Page 181--Secondary School
Teachers)

* Less than 1% or '0'.

19-b) Compulsory Core Subjects

Those educators who stated that compulsory core subjects should be established were asked to indicate which subjects should be considered as core courses for the SSGD and SSHGD programs. Specific subjects mentioned by educators were grouped into broad subject field categories. For example, "mathematics" includes algebra, geometry, trigonometry, statistics and logic. Science includes physics, chemistry and biology.

As a general rule (except in the case of First Language) the level of mentions for specific compulsory subjects for the SSHGD program is lower than the level of mentions for the SSGD. A possible explanation for this may be that educators view the SSHGD student as one who must meet the necessary entrance requirements to pass into the post-secondary level, and is therefore more "self selective" about his choice of courses. In order to achieve his goal of post-secondary admission the student may, of necessity, take 'basic' skill subjects.

First Language (English/français) Mathematics, Science, History and subjects in the applied science field (social, political/computer science, geography) are mentioned most often by educators. At all three institutions there is almost universal agreement among faculty that First Language be made a compulsory subject. Mathematics is also viewed by a large majority to be a necessary subject for students.

University faculty consider second language (French/anglais) to be more important than do the other educators (6-in-10 university educators indicate that second language French/anglais should be a compulsory subject).

19-b) (Continued)

Percent Of Those Who State Compulsory
Core Should Be Established:

	Secondary School Teachers		University Faculty		CAAT Faculty	
	SSGD	SSHGD	SSGD	SSHGD	SSGD	SSHGD
	(948)	(948)	(390)	(390)	(386)	(386)
	%	%	%	%	%	%
<u>Compulsory Core Subjects:</u>						
First language (English/ français) composition/ communication skills	99	97	94	90	97	91
Mathematics	93	76	87	79	93	83
Science	70	60	68	64	67	63
History	67	51	62	55	58	48
Social/Political/Computer Science/Geography	57	45	42	39	49	43
Second language French/ anglais	41	37	60	61	47	48

(See Pages 126 To 129 And 134 To
137--University Faculty; Pages 138
To 141--CAAT Faculty; Pages 193 To
196, 201 To 204--Secondary School
Teachers)

19-c) Compulsory Subjects--SSGD Level

In order to further understand opinions regarding compulsory core subjects, educators were asked, for each compulsory subject they indicated as necessary, the grade levels at which each should be studied. Responses for first language, mathematics, science and history are presented on the following tables.

Nearly all educators who want compulsory core agree that first language should be a compulsory subject in Grades 9 through 12, and between 70% and 80% state that it should be compulsory in Grade 13.

Over half of the secondary school teachers and two-thirds or more of the post-secondary educators in favour of compulsory core see the need to carry mathematics as a compulsory subject through to Grade 12.

Regarding a compulsory science, among those educators who indicate a desire for a compulsory system, about two-thirds of the secondary school teachers and about 60% of the university and CAAT faculty feel that science should be compulsory in Grades 9 and 10. Somewhat lower proportions indicate that science should be compulsory in the higher grades--post-secondary educators, particularly those at CAATs, are more likely than secondary school teachers to want a compulsory science beyond Grade 10.

A similar pattern is manifest with regard to history. About 6-in-10 secondary school teachers would establish history as a compulsory subject for Grades 9 and 10, while post-secondary faculty, especially those teaching in universities, would extend the requirement for at least one year. Approximately 6-in-10 secondary school teachers and 5-in-10 post-secondary educators would like history to be a compulsory subject through Grades 9 and 10. Faculty at universities are more likely than other educators to indicate a desire for compulsory history in Grades 11, 12 and 13.

Requirements for Grade 13 would not be as stringent as they would be for Grades 9, 10, 11 and 12. The only subject which would be required by most faculty is first language. Greater flexibility seems to be afforded the student in the final year of an SSHGD program.

19-c) (Continued)

i) First Language

	Percent Of Those Who State Com- pulsory Core Should Be Established:		
	Secondary		
	School	University	CAAT
	Teachers	Faculty	Faculty
	(946)	(390)	(386)
	%	%	%
<u>First Language Should Be Compul- sory At ... Level:</u>			

SSGD:

Grade 9	99	92	97
Grade 10	99	92	96
Grade 11	96	89	94
Grade 12	94	86	90

SSHGD:

Grade 9	96	87	88
Grade 10	96	87	88
Grade 11	93	86	87
Grade 12	93	84	85
Grade 13	79	70	76

(See Pages 126 And 134--University
Faculty; Pages 193 And 201--Second-
ary School Teachers; Pages 129 And
137--CAAT Faculty)

19-c) (Continued)

ii) Mathematics

Percent Of Those Who State Compulsory Core Should Be Established:

	Secondary School Teachers (946) %	University Faculty (390) %	CAAT Faculty (386) %
<u>Mathematics Should Be Compulsory At ... Level:</u>			
<u>SSGD:</u>			
Grade 9	92	85	90
Grade 10	90	83	90
Grade 11	70	74	81
Grade 12	55	65	71
<u>SSHGD:</u>			
Grade 9	74	74	78
Grade 10	73	74	78
Grade 11	64	68	74
Grade 12	56	64	73
Grade 13	36	46	60

(See Pages 127 And 135--University Faculty; Pages 194 And 202 --Secondary School Teachers; Pages 130 And 138--CAAT Faculty)

19-c) (Continued)

iii) Science

Percent Of Those Who State Compulsory Core Should Be Established:			
	Secondary School Teachers (946) %	University Faculty (390) %	CAAT Faculty (386) %
<u>Science Should Be Compulsory At ... Level:</u>			
<u>SSGD:</u>			
Grade 9	68	59	55
Grade 10	65	60	57
Grade 11	45	50	54
Grade 12	35	41	50
<u>SSHGD:</u>			
Grade 9	57	52	49
Grade 10	56	55	51
Grade 11	46	52	54
Grade 12	40	45	54
Grade 13	26	34	44

(See Pages 128 And 136--University Faculty; Pages 195 And 203--Secondary School Teachers; Pages 131 And 139--CAAT Faculty)

19-c) (Continued)

iv) History

	Percent Of Those Who State Compul- sory Core Should Be Established:		
	Secondary	University	CAAT
	School	Faculty	Faculty
	Teachers (946) %	(390) %	(386) %
<u>History Should Be Compulsory At ... Level:</u>			
<u>SSGD:</u>			
Grade 9	64	54	52
Grade 10	61	53	51
Grade 11	36	46	40
Grade 12	29	36	33
<u>SSHGD:</u>			
Grade 9	48	52	40
Grade 10	46	55	42
Grade 11	35	52	39
Grade 12	30	45	35
Grade 13	17	34	25

(See Pages 129, 136 And 137--Univer-
sity Faculty; Pages 196 And 204--
Secondary School Teachers; Pages 132
And 141--CAAT Faculty)

20. Course Content

When asked to indicate their belief with respect to the need for uniform course content, the majority of university and CAAT faculty (83% and 92%, respectively) and, to a lesser extent, secondary school teachers (76%) feel that uniformity is desirable for either all courses or only for compulsory subjects. They are, however, most likely to approve of the requirement for uniformity in the case of compulsory core subjects only.

	Percent Of:		
	Secondary	University	CAAT
	School	Faculty	Faculty
	Teachers	Faculty	Faculty
	(973)	(399)	(400)
	%	%	%
<u>Course Content Should ...</u>			
... be uniform only for compulsory core subjects	59	61	68
... be uniform for all subjects	17	22	24
... not be uniform standardized for any subject areas	21	11	5

(See Page 123--CAAT Faculty
Page 124--University Faculty;
Page 187--Secondary School
Teachers)

20. (Continued)

		Percent Of CAAT Faculty Stating Course Content Should ...	
		<u>Be Uniform Only For Core Subjects</u>	<u>Be Uniform For All Subjects</u>
Total CAAT Faculty	(400) %	68	24
<u>Program Area:</u>			
Applied Arts	(122) %	71	12
Business	(73) %	64	30
Health	(94) %	70	26
Technology	(111) %	66	31
(See Page 123--CAAT Faculty)			

		Percent Of University Faculty Stating Course Content Should ...	
		<u>Be Uniform Only For Core Subjects</u>	<u>Be Uniform For All Subjects</u>
Total University Faculty	(399) %	61	22
<u>Program Area:</u>			
Humanities/Arts	(93) %	50	30
Social Sciences	(105) %	61	11
Sciences	(106) %	66	26
Professional	(95) %	68	22
(See Page 120--University Faculty)			

		Percent Of Secondary School Teachers Stating Course Content Should ...	
		<u>Be Uniform Only For Core Subjects</u>	<u>Be Uniform For All Subjects</u>
Total Secondary School Teachers	(973) %	59	17
<u>Program Area:</u>			
First language	(158) %	58	8
History	(103) %	51	8
Mathematics	(138) %	72	15
Science	(174) %	60	17
Other	(514)	63	18
(See Pages 187, 189--Secondary School Teachers.			

21-a) Secondary School Student Achievement--
SSGD Compulsory Core Subjects

Educators were asked to assume that compulsory core courses exist. Given this assumption, they were then asked whether students should be required to meet a standard level of proficiency in each compulsory subject before being granted a Secondary School Graduation or Honour Graduation Diploma. If they agreed that a standard level of proficiency would be desirable, faculty were then asked to respond to a list of possible means of determining proficiency. The table opposite examines the responses to this series of questions as it relates to SSGD compulsory core subjects.

The profession is in high agreement as to the need for standardized levels of proficiency for compulsory core subjects. However, there are mixed opinions as to how proficiency ought to be determined. Secondary school teachers are roughly divided between those who opt for some form of externally-imposed evaluation and those who think the individual school should be responsible for the assessment. Within each of these two broad groups, most favour a combination of testing (externally developed tests or school developed tests) and teacher evaluation.

Members of the receiving institutions, however, particularly those at universities, favour some form of externally imposed assessment. Again, most prefer a combination of testing and teacher evaluation.

21-a) (Continued)

	Percent Of ...		
	Secondary School Teachers (973) %	University Faculty (399) %	CAAT Faculty (400) %
<u>Regarding Compulsory Core Subjects ...</u>			
Standardized level of proficiency should be attained before being granted SSGD	93	87	95
<u>Percent Of Those Who State There Should Be Standardized Level Of Proficiency:</u>	100%	100%	100%
<u>Best Method Of Assessing:</u>			
Provincial achievement exams and evaluation by teachers	19	25	31
Standardized achievement tests and evaluation by teachers	20	20	28
External provincial achievement exams	7	19	15
Standardized achievement tests	5	5	6
School achievement examinations and evaluation by teachers	29	18	14
Evaluation by teachers	7	3	3
School achievement examinations	6	7	1

(See Page 123 And 147--CAAT Faculty;
Pages 120 And 142--University
Faculty; Page 209--Secondary School
Teachers)

21-b) Achievement--SSHGD Compulsory Core Subjects

When considering methods of assessing proficiency for compulsory core subjects at the SSHGD level educators, particularly those at receiving institutions, are even more consolidated in their view that the method of assessment ought to be developed outside the secondary school, than they were regarding the method of assessment at the SSGD level. While secondary school teachers prefer a combination of provincial achievement exams and teacher assessment, university and CAAT faculty are more inclined to choose external provincial examinations without teacher evaluation.

21-b) (Continued)

Percent Of Total ...		
Secondary School Teachers (973) %	University Faculty (399) %	CAAT Faculty (400) %

Compulsory Subjects:

Standardized level of
proficiency should be
attained before being
granted a SSHGD

93	93	93
100%	100%	100%

Percent Of Those Who State
There Should Be A Standard-
ized Level Of Proficiency:

Method Of Assessing:

Provincial achievement
exams and evaluation by
teachers

33	34	39
18	14	19
13	31	21
4	4	3
68	83	82

Standardized achievement
tests and evaluation by
teachers

External provincial
achievement exams

Standardized achievement
tests

School achievement exam-
inations and evaluation
by teachers

Evaluation by teachers

School achievement exam-
inations

18	7	8
5	2	2
4	2	*
27	11	10

(See Page 123 And 148--CAAT Faculty;
Pages 120 And 143--University Faculty;
Page 210--Secondary School Teachers)

* Less than 1%.

21-c) Achievement--SSGD Non-Compulsory Subjects

Educators were also asked their views regarding the need for standardized levels of proficiency for non-compulsory subjects and their opinion as to the optimum method of measuring proficiency for these subjects.

The majority of educators believes a standardized level of proficiency should be attained in non-compulsory subjects before a student is granted a SSGD. While secondary school teachers tend to prefer some form of school initiated assessment, a sizeable proportion about one-third see a need for externally imposed standards. CAAT and university educators who feel there should be a standardized level of proficiency for non-compulsory subjects are equally likely to choose either an internal method of evaluation or an external method.

21-c) (Continued)

	Percent Of ...		
	Secondary		
	School	University	CAAT
	Teachers	Faculty	Faculty
	(973)	(399)	(400)
	%	%	%
<u>Non-Compulsory Subjects:</u>			
Standardized level of proficiency should be attained before being granted an SSGD	79 100%	71 100%	81 100%
<u>Percent Of Those Who State There Should Be Standardized Level Of Proficiency:</u>			
<u>Method Of Assessing:</u>			
Provincial achievement exams and evaluation by teachers	9	17	15
Standardized achievement tests and evaluation by teachers	16	16	21
	34	51	53
External provincial achievement exams	6	12	11
Standardized achievement tests	3	6	6
School achievement examinations and evaluation by teachers	41	29	34
Evaluation by teachers	14	8	8
	62	46	47
School achievement examinations	7	9	5

(See Pages 124 And 153--CAAT Faculty;
Pages 120 And 148--University
Faculty; Page 215--Secondary School
Teachers)

21-d) Achievement--SSHGD Non-Compulsory Subjects

Regarding non-compulsory subjects at the SSHGD level, educators are more likely to believe in external methods of evaluation than in internal ones. Nevertheless, there is the tendency to select external examinations or achievement tests combined with a teacher evaluation.

21-d) (Continued)

	Percent Of ...		
	Secondary School Teachers (973) %	University Faculty (399) %	CAAT Faculty (400) %
<u>Non-Compulsory Subjects:</u>			
Standardized level of proficiency should be attained before being granted a SSHGD	82	78	83
	100%	100%	100%
<u>Percent Of Those Who State There Should Be Standardized Level Of Proficiency:</u>			
<u>Method Of Assessing:</u>			
Provincial achievement exams and evaluation by teachers	18	21	21
Standardized achievement tests and evaluation by teachers	17 -45	15 -60	21 -57
External provincial achievement exams	8	20	11
Standardized achievement tests	2	4	4
School achievement examinations and evaluation by teachers	32	20	26
Evaluation by teachers	12 -49	6 -31	5 -36
School achievement examinations	5	5	5

(See Pages 124 And 154--CAAT Faculty;
Pages 121 And 149--University
Faculty; Page 216--Secondary School
Teachers)

22. Attitudes Toward Grade 13

In order to understand educators' attitudes regarding Grade 13, they were asked if the present system should be retained, or not.

Although the majority of secondary school teachers, about 8-in-10, favours retaining Grade 13, only about 5-in-10 of the university faculty and 6-in-10 of the CAAT wish to retain the present system.

Secondary school teachers of mathematics and science are more likely than teachers of other disciplines to desire a system which includes Grade 13. At the university level, educators in the humanities field, and at the CAAT level, educators in the health field, are most likely to believe that Grade 13 should be retained.

22. (Continued)

		Percent In Each Case Stating "Retain Present System"
<u>Secondary School Teachers:</u>	(973) %	79
First Language	(158) %	75
History	(103) %	77
Mathematics	(138) %	88
Science	(174) %	88
Other	(514) %	74
 <u>University Faculty:</u>	 (399) %	 53
Humanities	(93) %	65
Social Sciences	(105) %	49
Sciences	(106) %	48
Professional	(95) %	52
 <u>CAAT Faculty:</u>	 (400) %	 61
Applied Arts	(122) %	57
Business	(73) %	63
Health	(94) %	67
Technology	(111) %	59

(See Page 121--University Faculty;
Page 124--CAAT Faculty; Pages 166
And 190--Secondary School Teachers)

23. Attitude Toward Remedial Courses

Educators were asked if remedial courses in first language skills and math skills should be offered at secondary schools, universities and CAATs.

Members of all three educators groups tend to be similar in the way in which they assign responsibility for skill up-grading at each type of institution. Most educators think secondary schools should provide remedial courses while relatively few think it is the role of the university to provide such services.

Provision of remedial courses is thought to be more appropriate at the CAAT level than at the university level. Nevertheless, educators are still less likely to feel that the former type of post-secondary institution should offer remedial courses than they are to feel that secondary schools should.

23. (Continued)

	Percent Of ...		
	Secondary	University	CAAT
	School	Faculty	Faculty
	Teachers	Faculty	Faculty
	(973)	(399)	(400)
	%	%	%
Remedial Courses Should Be Offered At:			
<u>Secondary Schools:</u>			
Language skills	91	89	95
Math skills	87	79	90
<u>Universities:</u>			
Language skills	44	42	38
Math skills	40	35	34
<u>CAATs:</u>			
Language skills	63	65	70
Math skills	58	58	64

(See Pages 172 And 173--University Faculty; Pages 177 And 178--CAAT Faculty; Pages 208, 239, 240--Secondary School Teachers)

24. Attitudes Toward Admission Into
Post-Secondary Institutions

Secondary school teachers were asked if all universities in the Province should have the same minimum admission requirements and were asked the same question about admission requirements to CAATs. University and CAAT faculty were asked to respond to admission requirements for their respective institutions. In addition, educators were asked their opinions about a number of issues related to advanced standing at universities and CAATs.

In general, educators at both the secondary and post-secondary levels are in agreement with the need for minimum admission requirements to Ontario universities and CAATs. However, views toward admission policy and granting of advanced standing in specific courses vary. Relatively few secondary school teachers (about 3-in-10) are in favour of allowing Grade 13 graduates to enter directly into second year, or Grade 12 graduates directly into first year at Ontario universities.

The opinions of university faculty are similar. Only 21% favour admittance of Grade 13 graduates to second year university; a somewhat larger percentage, 37%, favour admittance of Grade 12 graduates to first year university.

Nevertheless, educators tend to be receptive to the idea of granting advanced standing in specific university courses according to student proficiency in related secondary school courses--67% of secondary school teachers and 57% of university faculty would agree with such a policy.

With respect to policy on advanced standing at CAATs, secondary school teachers and CAAT educators are not in agreement. Approximately one-half of secondary school teachers, but only about one-quarter of CAAT educators, believe that Grade 13 graduates should be permitted to enter directly into second year. However, members of these two educator groups do express a positive reaction to advanced standing in specific CAAT courses--80% agree that advanced standing should be granted in specific courses according to student proficiency in related courses at the secondary level.

	Percent Of ...		
	Secondary School Teachers (973) %	University Faculty (399) %	CAAT Faculty (400) %
<u>Attitudes Toward Admission:</u>			
<u>Ontario should require minimum admission requirements to ...</u>			
Ontario universities	79	70	N/A
Ontario CAATs	80	N/A	78
<u>Some graduates of Grade 13 should be permitted to enter directly into second year at ...</u>			
Ontario universities	27	21	N/A
Ontario CAATs	50	N/A	24
<u>Advanced standing should be granted in specific courses according to student proficiency in these courses at ...</u>			
Ontario universities	67	57	N/A
Ontario CAATs	79	N/A	81
<u>Some graduates of Grade 12 should be permitted to enter directly into first year at ...</u>			
Ontario universities	33	47	N/A

(See Pages 179 And 181--University Faculty; Pages 183 And 184--CAAT Faculty; Pages 243, 245, 279, 280--Secondary School Teachers)

25. Admission Requirements At University

For both university general admission and for program placement, secondary school teachers and university faculty were asked to indicate a minimum admission standard based on marks from the secondary level. Educators were asked to respond for each of two suggested secondary school systems:

i) assuming the present secondary school system were maintained;

and, ii) assuming a system with external or provincially standardized examinations or achievement tests.

Assuming The Present Secondary School System

Although secondary school teachers are most likely to feel that '60%' for SSHGD is sufficient for general admission into university, 21% favour a higher level. Regarding program placement, 36% see the need for a level higher than 60% for SSHGD. University faculty, particularly when considering program placement, are more likely than are secondary school teachers to favour a higher level than 60%.

Assuming Provincial Examinations Or Standardized Tests

Secondary school teachers, when considering a system which includes provincial examinations, are somewhat less likely to require a SSHGD level of higher than 60% for university admission and program placement than they are when considering the current system. University faculty tend to react in a similar fashion--under the standardized testing or provincial examination system, they do not require as high a level of performance as they do under the current system.

25. (Continued)

	Percent Of ...			
	Secondary School Teachers		University Faculty	
	General	Program	General	Program
	Admission	Placement	Admission	Placement
	(973)	(973)	(399)	(399)
	%	%	%	%
University Admission/Placement:				
Admission/Placement Policy If Present System Maintained:				
Require SSHGD standing only	16	7	7	4
Require 60% for SSHGD	46	33	29	19
Require higher level than 60% for SSHGD	21	36	31	41
--65%	5	5	9	9
--65-70%	5	9	4	6
--70%	4	8	12	16
--70-80%	1	3	3	5
--not stated	6	10	3	5
Require SSGD standing or better	7	8	12	10
Other	8	7	14	14
Admission/Placement Policy If Achievement Based On Provincial Exams Or Standardized Tests:				
Require SSHGD standing only	22	10	8	5
Require 60% for SSHGD	47	37	39	27
Require higher level than 60% for SSHGD	12	29	22	33
--65%	3	4	8	10
--65-70%	4	8	3	5
--70%	1	5	6	10
--70-80%	1	4	1	3
--not stated	4	8	4	5
Require SSGD standing or better	7	9	14	11
Other	6	7	12	11

(See Pages 186 To 189, 198 To 201--
University Faculty; Pages 247, 248
253, 254, 258, 259, 265, 266--
Secondary School Teachers)

26. Best Method Of Assessing Students For Admission
Into Universities

Secondary school teachers and university faculty were provided with a list of possible ways in which students could be assessed for university admission purposes and asked to select the one they felt was best, second best, and third best.

Marks derived from school set examinations are not viewed as the best means of evaluating students for admission to university. Both secondary school teachers and university faculty in particular are most likely to mention marks from Grade 13 provincial examinations as the best method of assessing students for admission. In fact, the majority of educators select provincial examinations, university entrance examinations or standardized achievement tests.

Grade 13 marks from school set examinations is selected by 21% of secondary school teachers and is selected by only 5% of university faculty as the best evaluation method.

26. (Continued)

	Percent Of ... Stating Best Method Of Assessment:	
	Secondary School Teachers (973) %	University Faculty (399) %
<u>Possible Methods Of Assessing Students For University Admission:</u>		
Marks from Grade 13 courses-- provincially set exams	31	48
University entrance exams	14	15
Standardized achievement tests	11 - 59	10 - 80
Marks from Grade 12 courses-- provincially set exams	3	7
Marks from Grade 13 courses-- school set exams	21	5
Marks from Grade 12 courses-- school set exams	2	2
Interviews with applicants	3	3
An example of students' written work	-	1
Recommendation of secondary school teachers	6	1
Aptitude/intelligence tests	1	1

(See Page 206--University Faculty;
Page 283--Secondary School
Teachers)

27. Admission Requirements At CAATs

CAAT educators and secondary school teachers were asked to indicate minimum standards for both general admission and program placement. They were asked to respond in each case assuming retention of the current system or assuming the existence of provincial examinations or standardized achievement examinations.

Assuming The Present Secondary School System

Only one-third of both secondary and CAAT faculty are in agreement with the existing admission policy of SSGD standing only for entrance into CAATs. Over half of both educator groups favour raising the requirement to 60% or higher for the purpose of general admission or program placement.

Assuming Provincial Examinations Or Standardized Tests

Under a secondary school system which includes provincial exams or standardized tests, educators' views on minimum requirements for admission to Ontario CAATs or requirements for program placement are generally not different from those stated above.

27. (Continued)

	Percent Of ...		CAAT	
	Secondary School Teachers		Faculty	
	General Admission	Program Placement	General Admission	Program Placement
	(973) %	(973) %	(400) %	(400) %
<u>CAAT Admission/Placement:</u>				
Admission/Placement Policy If Present System Maintained:				
Require SSGD standing only	33	18	33	12
Require 60% for SSGD	52	50	42	35
Require higher level than 60%	8	15	10	24
Other	3	3	9	16
Admission/Placement Policy If Achievement Based On Provincial Exams Or Standardized Tests:				
Require SSGD standing only	38	21	36	15
Require 60% for SSGD	50	49	40	42
Require higher than 60%	5	16	7	19
Other	4	3	13	14

(See Pages 185, 188, 191, 194--CAAT Faculty; Pages 271, 272, 275, 276--Secondary School Teachers)

28. Best Method Of Assessing Students For CAAT Admission

The method most often cited by CAAT faculty as 'best' for assessing students for CAAT admission is marks from provincially set Grade 12 exams.

Secondary school teachers' opinions are more diffuse. Most favour an admission based on some form of standardization outside the individual secondary school. However, 28% do feel that school set examinations are most acceptable.

28. (Continued)

	Percent Of ... Stating Best Method Of Assessment:	
	Secondary School Teachers (973) %	CAAT Faculty (400) %
<u>Possible Method Of Assessing Students For CAAT Admission:</u>		
Marks from Grade 12 courses-- provincially set exams	23	34
CAAT entrance examinations	15	20
Standardized achievement tests	14	15
Interviews with applicants	3	10
Marks from Grade 12 courses-- school set exams	28	7
Aptitude/intelligence tests	1	3
An example of students' written work	*	*
Recommendation of secondary school teachers	7	*

(See Page 197--CAAT Faculty;
Page 289--Secondary School
Teachers)

* Less than 1%

29. Course Overlap Between Secondary And
Post-Secondary Levels

In order to examine attitudes toward the issue of duplication of courses between the secondary and post-secondary institutions, educators were presented with a series of related attitudinal statements and asked to indicate whether they agreed or disagreed in each case.

A relatively small proportion of secondary school teachers or university faculty think that universities should duplicate courses offered at the secondary level. Furthermore, few agree that make-up courses on subjects normally taught at secondary schools should be offered at universities. A similar attitude regarding duplication of secondary school courses at CAATs, and regarding make-up courses at CAATs, is held among secondary school teachers and CAAT faculty.

While most educators do not agree that overlap between the secondary and post-secondary level is appropriate, they do see the desirability of overlap between the two types of post-secondary institutions. Irrespective of the type of educational institute in which they teach, about 6-in-10 agree that CAATs should offer introductory courses in specific disciplines which are also offered at universities.

29. (Continued)

	Percent Of ... Stating Agree In Each Case:		
	Secondary	University	CAAT
	School	Faculty	Faculty
	Teachers (973) %	(399) %	(400) %
<u>Attitudes Regarding Course Overlap:</u>			
Make-up courses on subject matter normally taught at secondary schools should be offered at universities	26	21	N/A
CAATs should offer introductory courses in specific disciplines which are also offered at universities	62	61	60
Make-up courses on subject matter normally taught at secondary schools should be offered at CAATs	39	N/A	40
Universities should offer regular introductory courses in specific disciplines which are also offered at the secondary level	33	41	N/A
CAATs should offer regular introductory courses in specific disciplines which are also offered at the secondary school level	33	N/A	35
Universities should offer introductory courses in specific disciplines which are also offered at CAATs	N/A	N/A	41

(See Pages 221, 222--CAAT Faculty
Pages 238, 239--University Faculty
Pages 328, 329--Secondary School
Teachers)

30. Communications*

Each faculty group was asked to respond to the need for a formal mechanism to improve communications in four specific areas: performance of students at secondary schools, performance of students at post-secondary institutions, course content covered at the secondary level and admission standards.

The table opposite examines the proportion of each faculty group in each case stating that a need definitely exists.

In general, educators see a role for improved communications in the area of secondary student performance, course content and admission standards. There is relatively less interest in a system which reports back to the schools on the performance of students at the post-secondary level.

* Specific data on communication mechanisms in existence are delineated as part of the report on Project III.

30. (Continued)

	Percent Of ... Stating Need Definitely Exists:			
	Secondary School Teachers		University Faculty	CAAT Faculty
	About Universities	About CAATS		
	(973) %	(973) %	(399) %	(400) %
<u>A Need Definitely Exists For Communication Mechanism Regarding ...</u>				
The performance level of students at secondary schools	62	56	53	67
The performance level of students at post-secondary institutions	49	48	45	55
The expectations of course content covered at the secondary level	71	63	63	67
Admission standards/criteria	70	65	68	76

(See Pages 236, 237--University Faculty; Pages 217, 218--CAAT Faculty; Pages 320 To 325--Secondary School Teachers)

31. Profile Of Educators

Profiles of the characteristics of educators are provided on the tables following.

-a) Secondary School Teachers

	<u>Percent Of Secondary School Teachers</u> (973) %
<u>Sex:</u>	
Male	78
Female	22
<u>Age:</u>	
Under 30 years	21
30 to 39 years	47
40 to 49 years	18
50 years and over	12
<u>Received Secondary School Diploma In:</u>	
Ontario	83
Other Canadian Province	7
Other	9
<u>Number Of Years Teaching At Any Secondary School:</u>	
Under 5 years	15
5 to 7 years	22
8 to 10 years	24
11 to 15 years	19
16 or more years	19

31-a) (Continued)

	Percent Of Secondary School Teachers
	<u>(973)</u>
	%
<u>Discipline Taught:*</u>	
First language (English)	16
History	11
Mathematics	14
Science	18
Other	53
<u>Position:</u>	
Department Head	25
Assistant Department Head	13
Teacher	56
Other	6
<u>Region:</u>	
Central Ontario	35
Eastern Ontario	9
Mid-Northern	3
Mid-Western	10
North Eastern	5
Ottawa Valley	14
Niagara	12
North Western	2
Western	10

* Multiple mentions permitted.

31-b) University Faculty

Percent Of University
Faculty: (399)
%

Sex:

Male	93
Female	7

Age:

Under 30 years	3
30 to 39 years	44
40 to 49 years	32
50 years and over	20

Undergraduates Degree Obtained In:

Ontario	38
Other Canadian Province	17
U.K.	13
U.S.A.	18
Other	14

Number Of Years Teaching At Any University:

Under 5 years	19
5 to 7 years	25
8 to 10 years	24
11 to 15 years	20
16 or more years	12

Program Area:

Humanities/Arts	23
Social Sciences	26
Sciences	27
Professional	24

Position:

Professor	30
Associate Professor	40
Assistant Professor	28
Chairman, Dean	2

31-c) CAAT Faculty

	Percent Of CAAT Faculty: <u>(400)</u> %
<u>Sex:</u>	
Male	64
Female	35
<u>Age:</u>	
Under 30 years	11
30 to 39 years	43
40 to 49 years	28
50 years and over	17
<u>Received Secondary School Diploma In:</u>	
Ontario	57
Other Canadian Provinces	14
U.K.	8
U.S.A.	4
Other	12
<u>Number Of Years Teaching At Any CAAT:</u>	
1 to 3 years	34
4 to 5 years	19
6 to 7 years	19
8 or more years	26
<u>Program Area:</u>	
Applied Arts	31
Business	18
Health	24
Technology	27

GENERAL SUMMARY--STUDENTS AND GENERAL PUBLIC

INTRODUCTION

This part of the report focuses on the opinions of two groups: the voting public and, as such, the public to whom the government is responsible in matters of educational policy, and students. Students bring a special perspective to the subject of education because of their immediate involvement with educational institutions. Students are defined as those who during the 1975/1976 school year attended either Grade 12 or Grade 13 at a publicly funded secondary school, attended a College of Applied Arts or Technology or a university at the undergraduate level in the province of Ontario.

I. THE ROLE OF SECONDARY AND POST-SECONDARY EDUCATION

A. Assessment Of The Secondary School System

1-a) Objectives Of The Secondary School System

Individuals were presented with a list of possible objectives of the secondary school system and asked to assess each in terms of its importance for a secondary school education, by positioning it on a 7-point bi-polar rating scale from "important" to "not important".

The following table summarizes the average ratings for importance as attributed to each listed objective by, in the first column, the voting public, and in the second, students.

Skill development (language, mathematics), individual and social responsibilities and values (self-discipline, ability to get along well with others, respect for authority, ability to work independently) and the fostering of a positive attitude toward learning are perceived by members of the general public to be the most important objectives of the secondary school system. Vocational training and counselling, the development of students' personal growth and development (self-confidence, self-esteem, creativity and imagination) and the acquisition of knowledge in particular subjects are viewed as relatively less important objectives of this system.

Students also assign relatively high importance to the development of language skill as an objective of the system, but not so to mathematical skills. Moreover, students feel that training in specific job skills and providing aid in choosing specific job and career goals

should not be the primary objectives of the secondary school system. Least importance is assigned by students to the possible objective of developing their respect for authority.

	Average Rating* Among ...	
	General Public (1000) #	Students** (438) #
<u>Importance Of Possible Objectives For Secondary Schools:</u>		
<u>Language And Other Academic Skills:</u>		
Develop student's reading skills	6.1	5.8
Develop student's ability to express ideas clearly in written form	6.1	6.0
Develop student's ability to express ideas clearly in verbal form	6.2	6.0
Develop student's ability to use correct spelling and grammar	6.3	5.9
Develop student's skills in mathe- matics	6.1	5.5
Provide student with knowledge in particular subjects	5.6	5.2
Develop student's problem solving skills	6.1	6.0
<u>Vocational Training/Counselling:</u>		
Provide training in specific job skills which will assist student in getting a job	5.8	5.4
Aid student in choosing specific job and career goals	5.8	5.4
<u>Personal Growth And Development:</u>		
Develop student's self-confidence and self-esteem	5.9	5.5
Develop student's creativity and imagination	5.7	5.5
Encourage student to adopt a positive attitude toward learning	6.2	5.8

1-a) (Continued)

	<u>Average Rating* Among ...</u>	
	<u>General Public</u>	<u>Students**</u>
	(1000)	(438)
	#	#
<u>Importance Of Possible Objectives</u>		
<u>For Secondary Schools:</u>		
<u>Individual And Social Respon-</u>		
<u>sibilities And Values:</u>		
Develop student's self-discipline	6.1	5.5
Develop student's ability to get along and work well with others	6.1	5.7
Develop student's respect for authority	6.0	5.1
Develop student's ability to work independently	6.0	5.9

(See Pages 1, 2, 3, 4, 5, 6, 7, 8,
9, 10--General Public)

* Based on assigned values from '7' = "important" to '1' = "not important".

** Throughout this report the student base includes students obtained from both the sub-sample and cross-section sample. Only students who qualified as per the student definitions outlined in the 'Foreword' were included from the cross-section (general public) sample.

1-b) Objectives Of Secondary School System
For Different Groups Of Students--General Public

Individuals were asked to indicate for each of the possible secondary school objectives whether they believed it to be most important for students entering a university, a CAAT, the work force, or to be equally important for all students.

The majority of the general public view most of the objectives to be equally important for all students, regardless of their future plans. Not surprisingly, vocational training is perceived to be relatively more important for students planning to enter the work force.

While about one-half of the general public view vocational counselling to be an equally important objective of the secondary school system for all students, a considerable group (29%) feel that this objective has greatest pertinence to students planning to enter the work force immediately after secondary school.

1-b) (Continued)

		Percent Of Total General Public Stating That Each Objective Is:			
		Equally Important Regardless Of Student's Future Plans	Most Important For Students Who Plan To:		
			Enter University	Enter CAAT	Enter Work Force
<u>Possible Objectives For Secondary Schools:</u>					
<u>Language And Other Academic Skills:</u>					
Develop student's reading skills	(1000) %	73	18	5	4
Develop student's ability to express ideas clearly in written form	(1000) %	62	25	6	5
Develop student's ability to express ideas clearly in verbal form	(1000) %	75	12	3	10
Develop student's ability to use correct spelling and grammar	(1000) %	73	18	4	4
Develop student's skills in mathe- matics	(1000) %	63	21	8	7
Provide student with knowledge in partic- ular subjects	(1000) %	50	27	12	9
Develop student's problem solving skills	(1000) %	76	10	4	9
<u>Vocational Training/ Counselling:</u>					
Provide training in specific job skills which will assist student in getting a job	(1000) %	38	3	9	49
Aid student in choosing specific job and career goals	(1000) %	50	8	11	29

..... (Cont'd)

1-b) (Continued)

Percent Of Total General Public Stating That Each Objective Is:						
Equally Important Regardless Of Student's Future Plans				Most Important For Students Who Plan To:		
				Enter University	Enter CAAT	Enter Work Force
Possible Objectives For Secondary Schools:						
Personal Growth And Development:						
Develop student's self-confidence and self-esteem	(1000) %	80	4	3	12	
Develop student's creativity and imagination	(1000) %	66	17	9	7	
Encourage student to adopt a posi- tive attitude to- ward learning	(1000) %	68	20	6	5	
Individual And Social Responsibilities And Values:						
Develop student's self-discipline	(1000) %	82	6	3	9	
Develop student's ability to get along and work well with others	(1000) %	77	1	1	20	
Develop a student's respect for authority	(1000) %	62	3	2	12	
Develop student's ability to work independently	(1000) %	67	14	2	16	

(See Pages 36 To 51--General Public)

1-c) Objectives Of Secondary School System For Different
Groups Of Students--Students

The tendency is for students to feel that those objectives of the secondary school system which are not oriented to specific job skills or positions are equally important to all students, with two exceptions. The development of mathematical skills and providing students with knowledge in particular subjects are perceived as being more exclusively objectives for students intending to enter a university.

While there is overall agreement between the general public and students regarding the importance of different objectives for different segments of the student population, students are even more likely to feel that providing training in specific job skills is most appropriate as an objective for the post-secondary bound student.

1-c) (Continued)

		Percent Of Total Students Stating That Each Objective Is:			
		Equally Important Regardless Of Student's Future Plans	Most Important For Students Who Plan To:		
			Enter University	Enter CAAT	Enter Work Force
<u>Possible Objectives For Secondary Schools:</u>					
<u>Language And Other Academic Skills:</u>					
Develop student's reading skills	(438) %	71	25	3	1
Develop student's ability to express ideas clearly in written form	(438) %	55	35	5	3
Develop student's ability to express ideas clearly in verbal form	(438) %	74	12	3	10
Develop student's ability to use correct spelling and grammar	(438) %	65	26	5	3
Develop student's skills in mathematics	(438) %	43	42	7	6
Provide student with knowledge in par- ticular subjects	(438) %	42	34	11	11
Develop student's problem solving skills	(438) %	71	12	3	12
<u>Vocational Training/ Counselling:</u>					
Provide training in specific job skills which will assist student in getting a job	(438) %	25	1	11	60
Aid student in choosing specific job and career goals	(438) %	46	8	10	34

..... (Cont'd)

1-c) (Continued)

				Percent Of Total Students Stating That Each Objective Is:			
				Equally Important Regardless Of Student's Future Plans	Most Important For Students Who Plan To:		
					Enter University	Enter CAAT	Enter Work Force
<u>Possible Objectives For Secondary Schools:</u>							
<u>Personal Growth And Development:</u>							
Develop student's self-confidence	(438) %	80		3	2	14	
Develop student's creativity and imagination	(438) %	66		20	7	5	
Encourage student to adopt a positive attitude toward learning	(438) %	59		28	7	3	
<u>Individual And Social Responsibilities And Values:</u>							
Develop student's self-discipline	(438) %	78		8	3	10	
Develop student's ability to get along and work well with others	(438) %	78		1	2	18	
Develop a student's respect for authority	(438) %	72		2	2	23	
Develop student's ability to work independently	(438) %	64		23	2	9	

(See Pages 52 To 67--General Public)

2. Perceived Success Of Secondary School System

In order to reflect attitudes regarding the existing system, individuals were asked to evaluate the students graduating from the system today. Each of the possible objectives of secondary schools presented earlier was modified so that it became student-specific rather than system-specific. For example, the objective, "continue to develop student's reading skills", was re-phrased--"do (do not) have adequate reading skills"; and "continue to develop student's self-discipline" became, "are (are not) self-disciplined", and so on. For each student characteristic, phrase opposites were presented as the poles of seven-point rating scales on which students (currently) graduating from Ontario high schools were rated. An average score was computed, and the higher the score, the more the student is perceived to possess each specific characteristic.

For purposes of report illustration, the student-specific characteristics have been re-phrased to become system-specific so as to be consistent with the presentation of objectives. The following table examines the responses of the general public and students.

With the exception of those specific characteristics related to individual and social responsibilities and values, student and general public views regarding the graduate of the Ontario secondary school system are very similar. Both groups are critical of the high school students' written language skill development.

The general public demonstrates some concern about students not having sufficient self-discipline or respect for authority. Students rate themselves more positively on these dimensions, as well as the others related to individual and social responsibilities and values (ability to get along well with others, and ability to work independently) than do members of the general public.

Another discrepancy exists between the general public's view of the students' levels of attainment in mathematical and problem-solving skills and knowledge of particular subjects. Students have a more positive image of achievement on these objectives than do members of the general public.

2. (Continued)

	Average Rating* General Public (1000) #	Among ... Students (438) #
<u>Adequacy Of Secondary School Graduates In Each Possible Objective:</u>		
<u>Language And Other Academic Skills:</u>		
Develop student's reading skills	3.8	4.0
Develop student's ability to express ideas clearly in written form	3.7	3.6
Develop student's ability to express ideas clearly in verbal form	4.2	4.3
Develop student's ability to use correct spelling and grammar	3.3	3.3
Develop student's skills in mathematics	4.0	4.3
Provide student with knowledge in particular subjects	4.1	4.4
Develop student's problem solving skills	4.1	4.3
<u>Vocational Training/Counselling:</u>		
Provide training in specific job skills which will assist student in getting a job	3.6	3.7
Aid student in choosing specific job and career goals	3.8	4.0

..... (Cont'd)

2. (Continued)

	Average Rating* Among ...	
	General Public	Students
	(1000)	(438)
	#	#
<u>Adequacy Of Secondary School Graduates In Each Possible Objective:</u>		
<u>Personal Growth And Development:</u>		
Develop student's self-confidence	4.8	4.7
Develop student's creativity and imagination	4.6	4.6
Encourage student to adopt a positive attitude toward learning	4.1	4.2
<u>Individual And Social Responsibilities And Values:</u>		
Develop student's self-discipline	3.7	4.1
Develop student's ability to get along and work well with others	4.8	5.4
Develop a student's respect for authority	3.6	4.3
Develop student's ability to work independently	4.2	4.7

(See Pages 116 To 125--General Public)

* Based on assigned values from '7' = "have adequate skills" to '1' = "do not have adequate skills".

3-a) Overall Evaluation Of Quality Of Education Received At
Secondary Schools

Individuals were asked to indicate whether they felt the overall quality of a secondary school education had improved a great deal, improved a little, remained the same, deteriorated a little, or deteriorated a lot over the past 10 years.

Nearly half (46%) of the general public state that the quality of secondary school education has deteriorated. However, nearly one-third (31%) hold the opinion that there has been an improvement over the past 10 years.

Students tend to be less critical than are members of the general public. Students are roughly divided in their assessment of the system, with nearly half (46%) stating there has been an improvement in quality and 40% believing that the quality has deteriorated.

3-a) (Continued)

	Percent Of Total ...	
	General	
	Public	Students
	(1000)	(438)
	%	%
Overall Quality Of Education Received By Students At Secondary School Over Last 10 Years:		
Improved a great deal	10	10
	} 31	} 46
Improved a little		
	21	36
Remained the same	16	11
Deteriorated a little	32	30
	} 46	} 40
Deteriorated a lot		
	14	10
Don't Know, Not Stated	8	3

(See Pages 152 And 154--General
Public)

3-b) Variations In Perceived Quality Of Education--
Among General Public

The variations in attitudes held among various sub-groups of the general public concerning the question of the quality of secondary education is illustrated on the following table.

Generally, people express similar views irrespective of their sex, age, occupation, education or the size of the community in which they live. The differences cited opposite are relatively small.

Those who are more critical of the system relative to ten years ago seem to be better educated and employed in professional, executive or managerial capacities.

Younger individuals and those living in communities of under 30M population appear to be less likely to consider that the quality of education has deteriorated in the past ten years than those individuals over 30 and those living in larger urban centres appear to be.

NOTE: The Metro Toronto teachers' strike occurred within the twelve months prior to the start of interviewing for this study. Examination of the differences in response to this overall quality measure between Toronto and the rest of Ontario reveals no significant variations in attitudes held.

For the remainder of this report, no specific mention will be made of the differences between Toronto and the rest of Ontario, unless statistically different findings are apparent.

3-b) (Continued)

		Percent Of General Public Stating Overall Quality Has ...	
		<u>Improved</u>	<u>Deteriorated</u>
Total General Public	(1000) %	31	46
<u>Sex:</u>			
Male	(492) %	30	46
Female	(508) %	30	47
<u>Age:</u>			
Under 30 Years	(301) %	37	41
30 To 49 Years	(374) %	26	50
50 years and older	(326) %	31	47
<u>Community Size:</u>			
Over 500M	(375) %	29	47
100 to 500M	(177) %	32	51
30 to 100M	(115) %	28	48
Under 30M	(333) %	34	42
<u>Occupation:</u>			
Professional, executive, manager, owner	(107) %	32	53
Other	(890) %	31	45
<u>Education:*</u>			
Public school or less	(259) %	30	41
Minimum some secondary school	(435) %	31	47
Minimum some post- secondary school	(225) %	27	55

(See Pages 152 And 156--General
Public)

* Students not included.

3-c) Variations In Perceptions Of The Overall Quality Of
Secondary Education--Family Composition And
Education Of Children

The following table examines the attitudes of non-parents and parents with children at various stages in the educational system towards the overall quality of secondary education.

Parents and non-parents are equally likely to believe that the quality of secondary education has either improved or deteriorated.

3-c) (Continued)

		Percent Of General Public Stating Overall Quality Has ...	
		<u>Improved</u>	<u>Deteriorated</u>
<u>Family Composition And Education Status Of Children:</u>			
Have no children	(120) %	32	47
Have children	(664) %	30	47
Not old enough to be in school	(79) %	29	50
Any in public school	(199) %	27	49
Any in Grades 9 to 11	(148) %	23	50
Any in Grade 12 or 13	(97) %	34	43
Any in post-secondary	(69) %	30	44
Older and have finished school	(48) %	32	49

(See Page 156--General Public)

3-d) Variations In Perceptions Of The Overall Quality
Of Secondary Education--Among Students

Senior secondary school students are more positive about the quality of education they receive than are those who have passed through the system into the post-secondary institutions. University students are particularly critical of the quality of education they received at secondary school.

3-d) (Continued)

		Percent Of Students Stating Overall Quality Has ...	
		<u>Improved</u>	<u>Deteriorated</u>
Total students	(438) %	46	40
Total Grade 12/13	(242) %	55	33
Total university	(144) %	32	50
Total CAAT	(51) %	45	43

(See Page 160--General Public)

4-a) Reasons For Stating Quality Of Secondary Education
Received By Students Has Improved

Those individuals who felt the quality of education received by students has improved were asked to give their reasons for holding this viewpoint.

Both the general public and students single out improvements in the system itself (better teachers and facilities, and more flexibility in terms of courses and choices) as contributors to the overall improvement in the system over the past 10 years.

4-a) (Continued)

Percent Of Those Who State
Quality Of Education Has
Improved:**

General Public	Students
(307)	(201)
%	%

Volunteered Reasons:**

Skill Related:

Better prepared	10	5
Improved critical analysis, thinking, etc.	5	2
More knowledgeable in math and science	5	8
Improved oral expression	4	3
Other	*	1

Student Related:

Better motivated, directed	8	4
Other	2	5

System Related:

Better teachers, facilities	38	46
More courses, activities, greater variety, freedom of choice	29	41
Other	4	5

(Derived From Tables On Pages 158,
160, 161, 162, 167, 168--General
Public)

* Less than 1%.

** Multiple mentions permitted.

4-b) Reasons For Stating Quality Of Education Received By
Students Has Deteriorated

Among those students and members of the general public who believe that the quality of secondary education has deteriorated, the system is felt to be the principal cause of deterioration, with three main areas faulted: insufficient emphasis on basic skill development, poor teaching quality, and weaknesses inherent in the credit system.

4-b) (Continued)

Percent Of Those Who State Quality Of Educa- tion Has Deteriorated:	
General Public	Students
(463)	(175)
%	%

Volunteered Reasons:**

Skill Related:

Lack first language skills	21	24
Lack math skills	14	10
Deficient in basics (unspecified)	10	9
Too much general knowledge, not enough depth	4	5
Lack critical, creative, problem solving skills	4	4
Other	*	1

Student Related:

Lack self-discipline	11	5
Lack motivation	7	7
Students don't work hard enough	9	6

System Related:

Poor teaching quality	24	29
Credit system undermines development of fundamentals	9	10
Credit system--students opt for easier/fun courses	17	19
Inadequate supervision/implementa- tion of courses	7	10
Lower (scholastic) standards	2	3
Other	2	8

Society Related:

Permissive, individualistic values in society	9	8
--	---	---

(Derived From Tables On Pages 164,
165 And 166--General Public)

* Less than 1%.

** Multiple mentions permitted.

5. Proficiency Of Secondary School Graduates In Particular Skills

Individuals were asked if the performance of high school graduates in basic reading and writing skills and in basic math skills has remained the same, improved or deteriorated in the past ten years.

On balance, both the general public (54%) and students themselves (59%) maintain that basic language skills (reading and writing) have deteriorated.

On the other hand, both groups have mixed opinions regarding the performance of students in basic math skills. Students are more likely than the general public to believe that there have been improvements in this area.

Examination of the data within various sub-groups of the general public reveals that the individuals most critical of language and math skills are those who are better educated, that is, those with at least some post-secondary training.

Little variance is observed when data are examined by family composition, education status of children and students' level in the educational system. As such, the data for these population classifications have not been summarized.

5. (Continued)

Percent Of ...	
General	
Public	Students
(1000)	(438)
%	%

Performance Of Secondary School Graduates In ...

Basic Reading And Writing Skills Has:

Improved	14	15
Remained the same	25	23
Deteriorated	54	59
Not Stated	7	4

Basic Math Skills Has:

Improved	25	38
Remained the same	31	30
Deteriorated	35	28
Not Stated	9	4

(See Pages 151 And 153--General Public)

5. (Continued)

		Percent Stating Performance In Basic Reading And Writing Skills Has ...	
		<u>Improved</u>	<u>Deteriorated</u>
Total General Public	(1000) %	14	54
<u>Sex:</u>			
Male	(492) %	14	52
Female	(508) %	14	55
<u>Age:</u>			
Under 30 Years	(301) %	17	52
30 to 49 years	(374) %	12	57
50 years and older	(326) %	13	52
<u>Community Size:</u>			
Over 500M	(375) %	10	56
100 to 500M	(177) %	22	55
30 to 100M	(115) %	17	58
Under 30M	(333) %	13	50
<u>Occupation:</u>			
Professional, executive, manager, owner	(107) %	9	67
Other	(890) %	14	52
<u>Education*:</u>			
Public school or less	(259) %	20	37
Minimum some secondary school	(435) %	14	55
Minimum some post- secondary school	(225) %	7	66

(See Pages 151 And 155--General
Public)

* Students not included.

5. (Continued)

		Percent Stating Performance In Basic Math Skills Has:	
		<u>Improved</u>	<u>Deteriorated</u>
Total General Public	(1000) %	25	35
<u>Sex:</u>			
Male	(492) %	25	35
Female	(508) %	25	35
<u>Age:</u>			
Under 30 years	(301) %	33	32
30 to 49 years	(374) %	22	35
50 years and older	(326) %	22	38
<u>Community Size:</u>			
Over 500M	(375) %	21	34
100 to 500M	(177) %	31	36
30 to 100M	(115) %	27	27
Under 30M	(333) %	26	38
<u>Occupation:</u>			
Professional, executive, manager, owner	(107) %	25	42
Other	(890) %	26	34
<u>Education*:</u>			
Public school or less	(259) %	25	31
Minimum some secondary school	(435) %	26	36
Minimum some post- secondary school	(225) %	20	39

(See Pages 151 And 155--General
Public)

* Students not included.

6. Attitudes Toward Secondary Schools And Students

To explore further the attitudes of the general public and students toward the secondary school system, individuals were presented with a number of statements concerning related issues. Each was asked their level of agreement with each statement on a five-point semantic scale. An average score was then computed, on the basis of assigned values from '+2' for "agree strongly" to '-2' for "disagree strongly".

6-a) Student Related Attitudes

Close to 6-in-10 members of the general public agree that high school students do not place as much value on education as they used to, and do not have as much respect for a high school education. Students' attitudes are similar.

About half of both the general public and students agree that students are not working as hard as they used to. The remainder in each case either disagrees or expresses no opinion.

Regarding the level of maturity of today's student, members of the general public lack a consensus of opinion. About one-quarter have no opinion; 38% feel high school graduates are more mature than they were; 34% do not feel high school graduates are more mature.

6-a) (Continued)

		Percent Of General Public Stating ...					Aver- age Score* #
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree some- what	Disagree Strongly	
<u>Student Related Attitudes:</u>							
High school stu- dents are work- ing as hard as they used to	(1000) %	8	21	18	30	20	- 0.3
		29			50		
High school stu- dents do not have as much respect for a high school education as they used to	(1000) %	24	33	14	18	7	+ 0.5
		57			25		
Students do not place as much value on education as they used to	(1000) %	24	34	15	16	8	+ 0.5
		58			24		
High school grad- uates are more mature than they used to be	(1000) %	14	24	25	22	12	+ 0.1
		38			34		

(See Pages 191, 194, 196, 205--
General Public)

* Based on assigned values of '+2' = "agree strongly" to '-2' = "disagree strongly".

6-a) (Continued)

		Percent Of Students Stating ...					Aver- age Score* #
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly	
Student Related Attitudes: _____							
High school stu- dents are work- ing as hard as they used to	(438) %	9	29 20	21	33	49 16	- 0.3
High school stu- dents do not have as much respect for a high school education as they used to	(438) %	22	59 37	16	18	24 6	+ 0.5
Students do not place as much value on education as they used to	(438) %	19	53 34	16	22	31 9	+ 0.3
High school grad- uates are more mature than they used to be	(438) %	4	27 23	41	20	30 10	- 0.1

(See Pages 208, 211, 213, 222--
General Public)

* Based on assigned values of '+2' = "agree strongly" to '-2' = "disagree strongly".

6-b) Attitudes Related To Areas Of Concentration In Secondary Schools

There is a widespread agreement among the general public and students regarding the lack of emphasis in language skills at the secondary school level.

Half of the general public believe secondary schools should put more emphasis on math skills. Students are divided in their opinion of whether greater emphasis should be given to math skills in high school.

General public and student perceptions are similar regarding the high schools providing an atmosphere which encourages student respect for teachers. The majority (58% and 60% respectively) do not feel they do.

The general public is concerned about the lack of discipline in the schools. Close to 70% state that there is not enough discipline in the secondary schools. Considerably fewer, nonetheless, almost half (48%) of students hold similar views.

6-b) (Continued)

		Percent Of General Public Stating ...					Aver- age Score* #		
		Agree Strongly	Agree Some- what	Neither Nor Disagree	Dis- agree Some- what	Disagree Strongly			
<u>Attitudes Related To Areas Of Concentra- tion In Secondary School Skills:</u>									
There is not enough emphasis on reading and writing skills in high schools	(1000) %	40	69 ┌───┐ └───┘	29	12	12	17 ┌───┐ └───┘	5	+ 0.9
There is not enough emphasis on math skills in high schools	(1000) %	25	50 ┌───┐ └───┘	25	24	16	23 ┌───┐ └───┘	7	+ 0.5
<u>Values:</u>									
High schools pro- vide an atmosphere which encourages student respect for teachers	(1000) %	5	21 ┌───┐ └───┘	16	18	28	58 ┌───┐ └───┘	30	- 0.6
There is not enough discipline in the secondary schools	(1000) %	42	69 ┌───┐ └───┘	27	12	9	16 ┌───┐ └───┘	7	+ 0.9

(See Pages 192, 193, 195, 197--
General Public)

* Based on assigned values of '+2' = "agree strongly" to '-2' = "disagree strongly".

6-b) (Continued)

Percent Of Students Stating ...						Aver- age Score* #
	Agree	Neither	Dis-			
	Agree	Agree	agree	Disagree		
	Strongly	Some- what	Nor Disagree	Some- what	Strongly	
<u>Attitudes Related To Areas Of Concentration In Secondary School Skills:</u>						
There is not enough emphasis on reading and writing skills in high schools (438) %	40	71 31	8	16	19 3	+ 0.9
There is not enough emphasis on math skills in high schools (438) %	12	38 26	21	29	40 11	± 0
<u>Values:</u>						
High schools pro- vide an atmosphere which encourages student respect for the teachers (438) %	5	21 16	20	36	60 24	- 0.6
There is not enough discipline in the secondary schools (438) %	19	48 29	20	24	32 8	+ 0.3

(See Pages 209, 210, 212, 214--
General Public)

* Based on assigned values of '+2' = "agree strongly" to '-2' = "disagree strongly".

6 -c) Attitudes Regarding Standards And Quality

There is a tendency among students in particular, but also among members of the general public, to believe that there is an inequality in the secondary school system, in that some schools make it easier than others to obtain high marks.

Students, and the wider public, demonstrate a belief that it is easier to obtain a high school diploma than it used to be.

There does not appear to be any consensus of opinions as to whether the quality of high school teaching has improved "over time".

		Percent Of General Public Stating ...					Aver- age Score* #
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly	
<u>Attitudes Regarding Standards And Quality:</u>							
Some schools make it easier than others for stu- dents to obtain high marks	(1000) %	51 23 — 28		34	13 8 — 5		+ 0.6
The quality of high school teaching has im- proved over time	(1000) %	33 10 — 23		26	38 23 — 15		- 0.1
It is more dif- ficult to obtain a high school diploma than it used to be	(1000) %	16 6 — 10		19	62 34 — 28		- 0.7

(See Pages 200, 203, 204--General Public)

* Based on assigned values of '+2' = "agree strongly" to '-2' = "disagree strongly".

6-c) (Continued)

		Percent Of Students Stating ...					Aver- age Score* #
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly	
<u>Attitudes Regarding Standards And Quality:</u>							
Some schools make it easier than others for stu- dents to obtain high marks		(438) %	43	74 31	16	7 11 4	+ 1.0
The quality of high school teaching has improved over time		(438) %	11	38 27	27	19 33 14	± 0
It is more dif- ficult to obtain a high school diploma than it used to be		(438) %	5	14 9	23	35 63 28	- 0.7

(See Pages 217, 220, 221--General Public)

* Based on assigned values of '+2' = "agree strongly" to '-2' = "disagree strongly".

6 -d) Attitudes Towards Financing And Size

In contrast with the attitudes expressed by students, members of the general public do not feel, on balance, that more money should be spent on high school education. While 45% of students agree that more money should be spent in this area, 41% of this group do not feel that the monies now allotted to the system are being well spent.

Opinion is divided within the student body and the greater public as to whether high schools are too large.

The tendency among both students and the public is to feel that high schools fail to communicate their objectives adequately to the general public. Moreover, the general public agree that educators should pay more attention to the opinion of parents of high school students.

6-d) (Continued)

Percent Of General Public Stating ...							Aver- age Score* #	
Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly				
<u>Attitudes Related To Financing And To Size:</u>								
More money should be spent on high school education (1000) %	10	25	15	25	23	46	23	- 0.4
The money spent on the high school system is well spent (1000) %	11	34	23	25	23	37	14	- 0.1
High schools are too large (1000) %	15	33	18	31	20	32	12	± 0
<u>Attitudes Related To Communication:</u>								
High schools do a good job of explain- ing their objectives to the general public (1000) %	7	25	18	23	29	51	22	- 0.4
Teachers, principals and other educators do not pay enough attention to the opinion of parents of high school students (1000) %	15	40	25	29	17	27	10	+ 0.2

(See Pages 199, 201, 202, 206, 207--
General Public)

* Based on assigned values of '+2' = "agree strongly" to '-2' = "disagree strongly".

6-d) (Continued)

		Percent Of Students Stating ...					Average Score* #
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly	
<u>Attitudes Related To Financing And To Size:</u>							
More money should be spent on high school education	(438) %	20	45 25	32	15	22 7	+ 0.4
The money spent on the high school system is well spent	(438) %	10	29 19	29	29	41 12	- 0.1
High schools are too large	(438) %	13	33 20	29	25	37 12	± 0
<u>Attitudes Related To Communication:</u>							
High schools do a good job of explain- ing their objectives to the general public	(438) %	3	19 16	24	37	56 19	- 0.5
Teachers, principals and other educators do not pay enough attention to the opinion of parents of high school students	(438) %	10	31 21	33	29	35 6	± 0

(See Pages 216, 218, 219, 223 And
224--General Public)

* Based on assigned values of '+2' = "agree strongly" to '-2' = "dis-
agree strongly".

B. Assessment Of The University System

7. Objectives Of The University System

In order to understand public and student opinions regarding the goals of a university education, individuals were asked to rate a number of possible objectives on a 7-point bi-polar numeric scale ranging from "important" to "not important".

Providing students with professional training knowledge in particular subjects and problem solving skills are perceived by both the general public and students in general to be the most important objectives of a university education.

University students tend to differ somewhat from other students and from members of the general public in their assessment of which goals should be stressed by the university system. Of paramount importance to university students is the continuing development of problem solving skills. In addition the university students stress the importance of developing creativity and imagination, and the acquisition of knowledge in particular subject areas.

7. (Continued)

	Average Rating* Among ...		
	General	Students	University
	Public (1000) #	(438) #	Students (144) #
<u>Importance Of Possible Objectives For Universities:</u>			
Provide students with specific professional skills such as medicine, law, engineering	6.0	5.7	5.4
Provide students with knowledge in particular subjects	5.9	5.8	5.7
Continue to develop student's problem solving skills	5.8	5.7	5.9
Continue to encourage student to develop a positive attitude toward learning	5.6	5.4	5.4
Continue to develop student's creativity and imagination	5.5	5.5	5.8
Continue to develop student's self-discipline	5.5	5.4	5.5
Continue to develop student's self-confidence and self-esteem	5.4	5.3	5.3
Continue to develop student's respect for authority	5.3	4.7	4.3
Continue to develop student's reading and writing skills	5.1	5.0	4.9

(See Pages 504 To 509 And 516 To 518--General Public)

* Based on assigned values from '7' = "important" to '1' = "not important".

8. Perceived Goals And Successes Of The University System--
Among University Students

The table opposite presents the average importance rating assigned by university students to the list of possible goals for a university system and their evaluation of the success the system is perceived to have had in achieving these objectives.

University students perceive their institutions to be most successful in providing students with professional training and knowledge in particular fields. They see the university system to be relatively less successful in achieving two of the objectives which they think are particularly important--the development of students' problem solving skills and creativity and imagination.

8. (Continued)

	Average Rating* Among University Students	
	Importance Of Objectives For Universities	Success Universities Have In Achieving Possible Objectives
	(144) #	(144) #
<u>Possible Objectives:</u>		
Provide students with specific professional skills such as medicine, law, engineering	5.4	5.6
Provide student with knowledge in particular subjects	5.7	5.7
Continue to develop student's problem solving skills	5.9	4.7
Continue to encourage student to develop a positive attitude toward learning	5.4	4.4
Continue to develop student's creativity and imagination	5.8	4.5
Continue to develop student's self-discipline	5.5	4.7
Continue to develop student's self-confidence and self-esteem	5.3	4.0
Continue to develop student's respect for authority	4.3	3.6
Continue to develop student's reading and writing skills	4.9	4.0

(See Pages 516 To 518 And 525 To 527--General Public)

* Importance Rating based on assigned values from '7' = "important" to '1' = "not important" objective. Success Rating based on assigned values from '7' = "successful" to '1' = "not successful".

9. Overall Success Of Universities In Achieving Important Objectives

Individuals (other than university students) were asked to rate universities overall, in terms of success in achieving those objectives which are perceived to be important for a university education.

The table opposite presents the overall rating assigned by the general public in total and that assigned by various sub-groups of the population.

Opinions about the success of the university system in achieving important goals is fairly similar throughout the general public. An average rating of 5.0 (maximum 7.0) would indicate that individuals feel that universities have been fairly successful with respect to goal achievement.

9. (Continued)

		Average Rating* In Each Case Of Success Universities Have In <u>Achieving Objectives</u>
Total General Public (Excluding University Students)	(962) #	5.0
<u>Sex:</u>		
Male	(470) #	4.9
Female	(492) #	5.1
<u>Age:</u>		
Under 30 years	(264) #	5.0
30 to 49 years	(372) #	4.9
50 years and older	(326) #	5.1
<u>Community Size:</u>		
Over 500M	(359) #	5.0
100 to 500M	(171) #	4.9
30 to 100M	(107) #	5.0
Under 30M	(325) #	5.0
<u>Occupation:</u>		
Professional, executive, manager, owner	(107) #	4.8
Other	(851) #	5.0
<u>Education:*</u>		
Public school or less	(259) #	5.2
Minimum some secondary school	(435) #	5.0
Minimum some post-secondary	(225) #	4.8

(See Pages 531 And 533--General
Public)

* Students not included.

10-a) Overall Assessment Of Quality Of Education
Received By Students At Universities

About 4-in-10 members of the general public state that the quality of education received by students at university has improved over the last 10 years. Relatively few see any deterioration in the quality of education received by students over the last 10 years.

Students tend to be somewhat more positive regarding improvements in the university system. Close to half state that there has been an improvement over the last 10 years.

10-a) (Continued)

	Percent Of ...	
	General	
	Public	Students
	(1000)	(438)
	%	%
<u>Overall Quality Of Education At University Has:</u>		
Improved a great deal over the last 10 years	13	14
	41	49
Improved a little over the last 10 years		
	28	35
Remained the same	26	23
Deteriorated a little over the last 10 years	16	14
	18	17
Deteriorated a lot over the last 10 years		
	2	3
No answer	15	11

(See Pages 540 And 542--General Public)

10-b) Variations In Perceived Quality Of The University System
Among The General Public

Evaluation of the quality of education received at universities does not vary significantly when data are examined by different population sub-groups.

There is some indication that those members of the general public with professional, executive, managerial types of occupations are more positive in their view, than are those in other occupations.

10-b) (Continued)

		Percent Of General Public Stating Quality Of Education Received At University Has :	
		<u>Improved</u>	<u>Deteriorated</u>
Total	(1000) %	41	18
<u>Sex:</u>			
Male	(492) %	46	22
Female	(508) %	37	14
<u>Age:</u>			
Under 30 years	(301) %	40	20
30 to 49 years	(374) %	38	19
50 years and older	(326) %	46	15
<u>Community Size:</u>			
Over 500M	(375) %	41	12
100 to 500M	(177) %	41	27
30 to 100M	(115) %	39	16
Under 30M	(333) %	43	20
<u>Occupation:</u>			
Professional, executive, manager, owner	(107) %	52	22
Other	(890) %	40	18
<u>Education:*</u>			
Public school or less	(259) %	44	15
Minimum some secondary school	(435) %	37	17
Minimum some post- secondary school	(225) %	42	19

(See Pages 538 And 540--General
Public)

* Students not included.

10-c) Variations In Perceived Quality Of Education At Universities--Among Students

As previously stated, overall, students are somewhat more likely to claim that the quality of education at the universities has improved, than are members of the general public. This is true of students from all three types of institutions. Assessment of the quality of education received by students at universities is similar among senior secondary school students and CAAT students--a somewhat larger proportion of university students is critical of the quality of education received at universities but the level of criticism (25%) is still relatively small.

10-c) (Continued)

		Percent Of Students Stating Quality Of Education Received At University Has	
		<u>Improved</u>	<u>Deteriorated</u>
Total students	(438) %	49	17
Total Grade 12/13	(242) %	52	12
Total university	(144) %	47	26
Total CAAT	(51) %	48	16

(See Page 542--General Public)

11-a) Reasons For Stating Quality Of Education Received By Students
Has Improved

The teaching faculty and facilities offered at universities are mentioned most often by both the general public and students as contributing to the perceived improvement of a university education over the last 10 years. In addition, students, particularly, applaud the flexibility within the system in providing a variety of courses and courses which are "more relevant".

11-a) (Continued)

	Percent Of Those Who State Quality Of Education At Universities Has Improved	
	General Public	Students
	(413)	(216)
	%	%
<u>Volunteered Reasons:*</u>		
<u>System:</u>		
Teaching faculty, facilities	45	50
More variety of courses, more relevant courses	18	31
Technological development	15	12
Raised standards	8	9
Other system related mentions	3	4
<u>Student:</u>		
Students are more aware, critical	9	5
Students are more mature	4	3
Personal, social self-confidence improved	4	6
Other student related mentions	2	3

(Derived From Tables On Pages 543,
544, 550 And 551--General Public)

* Multiple mentions permitted.

11 -b) Reasons For Stating Quality Of Education Received By
Students Has Deteriorated

Among the relatively small proportion of students and general public who state that quality of university education has deteriorated, lack of academic preparation of students entering from the secondary level is most often cited as the cause of deterioration. This reason combined with lowered university entrance requirements contributes to the public's perception of erosion in the quality of university education over the past ten years.

Students reflect a particular concern about the deflated value of the undergraduate degree in today's job market. They are also critical of the large class sizes caused by the increase in number of students attending universities today.

11-b) (Continued)

Percent Of Those Who State
Quality Of Education At
Universities Has Deterio-
rated:

General Public	Students
(181)	(75)
%	%

Volunteered Reasons:*

Student:

Students entering from secondary school not well prepared	3	4
Students lack basic skills	11	15
Students lack drive/positive attitude toward learning	13	8
Students lack sense of personal responsibility	6	-
Students leave university today not aware of real world	7	7
Other student related mentions	1	1

System:

Lowered entrance requirements, standards of achievement	19	27
Increase in number of students attending/decline of academic excellence	9	7
Increase in number of students results in deflated value of B.A. in job market	8	20
Institution/class size too large	9	21
Economic related courses (lowering standards to get students)/BIU method of financing	4	-
Too many programs with poorly defined goals	5	4

Teacher Related:

Too much emphasis on research/publishing	4	8
Poor quality of teachers	10	5
Other teacher related mentions	1	2

(Derived From Tables On Pages 547 To
549 And 554 To 556--General Public)

* Multiple mentions permitted.

12-a) Attitudes Toward Universities And University Students--
Among The General Public

The tables following examine the responses of the general public to a series of different statements about the university system and its students.

Attitudes Related To Types Of Programs

Approximately half (45%) of the general public agree that a "General Arts" degree has very little value in today's society, while about one quarter (26%) disagree with this statement. Approximately 4-in-10 (39%) feel that the universities should concentrate on the development of professional skills, while 29% hold the opposing position.

Communication

A sizeable proportion (45%) of the general public is convinced that the universities are not doing a good job in communicating either goals or objectives to the public. Others either have no opinion or agree that universities do a good job of communicating with the public.

Standards

A substantial proportion (45%) of the general public agrees that it is easier to get into university today than it used to be. About one-quarter of the public disagree with this statement.

Attitudes Related To Financing

The majority of those individuals expressing an opinion on issues related to financing tends to feel that enough money is currently being spent on universities, and that fees should not be increased. Perhaps a function of the fact that a sizeable group feels there is not enough communication between the public and universities, only about one-third feel the money spent at universities is well spent.

Attitudes Related To Students

The general public tend to agree that students entering universities are relatively more mature than they used to be. The public has mixed views regarding the current level of preparation of incoming students. A slightly larger proportion disagree that students entering universities today are better prepared than their predecessors.

12-a) (Continued)

Percent Of General Public Stating ...						Average age Score* #
Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly		
<u>Attitudes Related To Types Of Programs:</u>						
A "General Arts" education has very little value in to- day's Society (1000) %						+ 0.3
	17	45 28	23	19	26 7	
Universities should concentrate on pro- viding professional skills rather than academic skills (1000) %						+ 0.2
	15	39 24	26	21	29 8	
<u>Communication:</u>						
Universities do a good job of letting the public know about their objec- tives or goals (1000) %						- 0.3
	5	22 17	27	30	45 15	
<u>Standards:</u>						
It is easier to get into university to- day than it used to be (1000) %						+ 0.3
	19	45 26	25	17	25 8	

(See Pages 578, 581, 582 And 586--
General Public)

* Based on assigned values of '+2' = "agree strongly" to '-2' = "disagree strongly".

12-a) (Continued)

		Percent Of General Public Stating ...					Average Score* #
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly	
<u>Attitudes Related To Financing:</u>							
Not enough money is being spent on universities	(1000) %	6	18 12	38	22	37 15	- 0.3
The money spent on the Ontario university system is well spent	(1000) %	11	36 25	37	15	20 5	+ 0.2
University fees should be in- creased	(1000) %	2	11 9	28	22	54 32	- 0.8
<u>Attitudes Related To Students:</u>							
Students entering university are more mature than they used to be	(1000) %	11	41 30	24	20	28 8	+ 0.2
Students entering universities to- day are better prepared than be- fore	(1000) %	9	31 22	28	24	36 12	- 0.1

(See Pages 579, 580, 583, 584 And
590--General Public)

* Based on assigned values of '+2' = "agree strongly" to '-2' = "dis-
agree strongly".

12-b) Attitudes Toward Universities And University Students--
Among Students

Attitudes Related To Types Of Programs

Students are somewhat divided in their opinions regarding the perceived value of a "General Arts" education in today's society. University students, more than other students, tend to believe that the liberal arts education does not have as much value as it used to have. Students also have mixed views regarding the emphasis the university should place in providing professional skills and academic skills. University students, more than students in total, disagree that the universities should concentrate their attention in the professional area.

Communication

Generally, students agree that the universities need to improve their communication with the general public.

Standards

Students, particularly the university students themselves, agree that it is easier to get into university than it used to be.

Attitudes Related To Financing

Students feel very strongly that university fees should not be increased. While university students tend to think that not enough money is being spent on universities, they are reasonably positive about the way the money allotted to the universities is now spent.

Attitudes Related To Students

A sizeable proportion of students are unwilling to evaluate the maturity of students entering universities--those that do are divided in their opinions.

In addition, approximately 3-in-10 students do not state a position regarding the level of preparation of incoming university students in comparison to the level of preparation which characterized university entrants in previous years. However, among those that do state an opinion, the majority of university students say that the student entering university today is not as well prepared as students who entered the system in years past.

12-b) (Continued)

		Percent Of Students Stating ...					Average Score*
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly	
<u>Attitudes Related To Types Of Programs:</u>							#
<u>A "General Arts" Education Has Very Little Value In To- day's Society:</u>							
Total students (438) %		22	48 26	16	23	32 9	+ 0.3
University students (144) %		28	54 26	8	23	37 14	+ 0.3
<u>Universities Should Concentrate On Pro- viding Professional Skills Rather Than Academic Skills:</u>							
Total students (438) %		10	40 30	21	23	34 11	+ 0.1
University students (144) %		7	35 28	19	23	44 21	- 0.2
<u>Communication:</u>							
<u>Universities Do A Good Job of Letting The Public Know About Their Objec- tives Or Goals:</u>							
Total students (438) %		3	26 23	27	33	42 9	- 0.2
University students (144) %		2	21 19	25	40	53 13	- 0.4

(See Pages 634, 637 And 642--
General Public)

... (Continued)

12-b) (Continued)

		Percent Of Students Stating ...					Average Score* #
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly	
<u>Attitudes Related To Financing:</u>							
<u>Not Enough Money Is Being Spent On Universities:</u>							
Total students (438) %		8	28 20	39	21	27 6	± 0
University students (144) %		19	43 24	31	18	24 6	+ 0.3
<u>The Money Spent On The Ontario University System Is Well Spent:</u>							
Total students (438) %		9	37 28	38	14	20 6	+ 0.2
University students (144) %		11	41 30	29	18	27 9	+ 0.2
<u>University Fees Should Be Increased:</u>							
Total students (438) %		1	6 5	16	24	74 50	- 1.2
University students (144) %		1	9 8	12	18	76 58	- 1.3

(See Pages 636, 639 And 640--
General Public)

... (Continued)

12-b) (Continued)

		Percent Of Students Stating ...					Average Score* #
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly	
<u>Attitudes Related To Students:</u>							
Students Entering Universities Are More Mature Than They Used To Be:							
Total students	(438) %	7	31 24	40	19	25 6	+ 0.1
University students	(144) %	4	27 23	47	17	23 6	± 0
Students Entering Universities To-day Are Better Prepared Than Before:							
Total students	(438) %	6	27 21	30	27	37 10	- 0.1
University students	(144) %	3	18 15	35	31	44 13	- 0.4

(See Pages 635 And 646--General Public)

* Based on assigned values of '+2' = "agree strongly" to '-2' = "disagree strongly".

12-b) (Continued)

		Percent Of Students Stating ...					Average Score*
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly	
<u>Standards:</u>							#
It Is Easier To Get Into University Today Than It Used To Be:							
Total students (438) %		19	49 30	17	22	30 8	+ 0.3
University students (144) %		29	65 36	13	15	20 5	+ 0.7

(See Page 638--General Public)

* Based on assigned values of '+2' = "agree strongly" to '-2' = "disagree strongly".

13. Attitudes Of University Students To Specific Issues
Related To The Interface

University students were asked to respond to a number of statements related to their experience with the transition from secondary school to university.

For the majority of students, overlaps and duplication of courses taken at secondary school have been encountered during their first year at university. About 6-in-10 claim that the material in some of their first year courses had already been studied at high school, and 5-in-10 state that they found they did not have sufficient background knowledge for some of their courses.

Most (54%) students found it easy to adjust to the university teaching methods.

Students were divided in their opinions regarding the overall level of preparation provided by the secondary school system.

13. (Continued)

Percent Of University Students Stating ...						Aver- age Score* #
	Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly	
The material in some of my first year courses had already been studied at high school (144) %	24	58 34	4	24	39 15	+ 0.3
I found it easy to adjust to the uni- versity teaching methods (144) %	25	54 29	7	29	37 8	+ 0.4
I found that I did not have sufficient background knowl- edge for some of my courses (144) %	14	45 31	9	24	46 22	- 0.1
Overall, I found my high school did a good job of prepar- ing me for my first year university courses (144) %	22	44 22	14	24	41 17	+ 0.1

(See Pages 680 To 683--General
Public)

* Based on assigned values of '+2' = "agree strongly" to '-2' = "dis-
agree strongly".

C. Assessment Of The CAAT System

14. Objectives Of The CAAT System

For the general public, vocational training is perceived to be the most important objective of a CAAT education. In addition the general public acknowledges the importance of providing CAAT students with knowledge in particular subjects and problem solving skills. The role of CAATs in personal and interpersonal skill development and first language skill development is regarded as being relatively less important.

Students' perceptions regarding the important goals of a CAAT education are fairly consistent with those of the general public.

14. (Continued)

	Average Rating* Among ...		
	General		CAAT
	Public	Students	Students
	(1000) #	(438) #	(51)** #
<u>Importance Of Possible Objectives For CAATs:</u>			
Provide students with specific vocational and career skills	6.3	6.4	6.5
Provide student with knowledge in particular subjects	6.1	5.8	6.1
Continue to develop student's problem solving skills	5.9	5.7	5.7
Continue to encourage student to adopt a positive attitude toward learning	5.8	5.5	5.6
Continue to develop student's creativity and imagination	5.6	5.4	5.4
Continue to develop student's self confidence and self esteem	5.6	5.4	5.2
Continue to develop student's self-discipline	5.6	5.3	5.3
Continue to develop student's respect for authority	5.5	4.8	4.7
Continue to develop student's reading and writing skills	5.3	5.1	5.3

(See Pages 351 To 356 And 363 To 365--General Public)

* Based on assigned values from '7' = "important" to '1' = "not important" objective.

** Data reported on bases of less than 100 must be interpreted with caution.

15. Perceived Success Of The CAAT System--Among CAAT Students

Students at CAATs were asked to evaluate the system in terms of its success in achieving the possible objectives discussed earlier.

CAAT students perceive the CAAT system to be effective in achieving those goals which they think are most important for a CAAT education--providing students with vocational skills and providing students with knowledge in particular subjects.

15. (Continued)

	Average Rating* Among CAAT Students:	
	Importance Of Objectives For CAATs	Success CAATs Have In Achieving Possible Objectives
	(51)**	(51)
	#	#
<u>Possible Objectives:</u>		
Provide students with specific vocational and career skills	6.5	5.8
Provide student with knowledge in particular subjects	6.1	5.8
Continue to develop student's problem solving skills	5.7	5.1
Continue to encourage student to adopt a positive attitude toward learning	5.6	4.7
Continue to develop student's creativity and imagination	5.4	4.9
Continue to develop student's self confidence and self esteem	5.2	4.5
Continue to develop student's self discipline	5.3	4.9
Continue to develop student's respect for authority	4.7	4.3
Continue to develop student's reading and writing skills	5.3	4.8

(See Pages 363 To 365 And 375 To 378--General Public)

* Importance rating based on assigned values of '7' = "important" to '1' = "not important" objective. Success rating based on assigned values from '7' = "successful" to '1' = "not successful".

16. Overall Success Of CAATs In Achieving Important Objectives

Individuals (other than CAAT students) were asked to rate the success of CAATs overall, in terms of achieving those objectives which should be established for a CAAT education.

The table opposite presents the overall rating assigned by the general public in total and that assigned by various sub-groups of the population.

Public opinion is uniform regarding the performance of the CAAT system, irrespective of the population sub-group examined. Generally individuals believe that CAATs have been relatively successful with respect to goal achievement.

16. (Continued)

		Average Rating* In Each Case Of Success CAATs Have In Achiev- ing Objectives
Total General Public (Excluding CAAT Students)		(994) # 5.3
<u>Sex:</u>		
Male	(489) #	5.2
Female	(506) #	5.4
<u>Age:</u>		
Under 30 years	(295) #	5.3
30 to 49 years	(374) #	5.2
50 years and older	(326) #	5.3
<u>Community Size:</u>		
Over 500M	(371) #	5.3
100 to 500M	(176) #	5.3
30 to 100M	(115) #	5.3
Under 30M	(331) #	5.2
<u>Occupation:</u>		
Professional, executive, manager, owner	(107) #	5.1
Other	(884) #	5.3
<u>Education:**</u>		
Public school or less	(259) #	5.3
Minimum some secondary school	(435) #	5.3
Minimum some post-secondary	(225) #	5.2

(See Pages 378 And 380--General
Public)

* Based on assigned values from '1' = 'not successful' to '7' =
"successful".

** Students not included.

17-a) Overall Assessment Of Quality Of Education Received
At CAATs

Both the general public and students are relatively more positive about the CAAT system than they are about either the university system or the secondary school system.* The majority think that the overall quality of education received by students at CAATs has improved over the last 5 years.

* See sub-section 10-a)

17-a) (Continued)

	Percent Of ...	
	General Public (1000) %	Students (438) %
Improved a great deal over the last 5 years	20	21
	59	67
Improved a little over the last 5 years		
	39	46
Remained the same	22	18
Deteriorated a little over the last 5 years	5	4
	5	5
Deteriorated a lot over the last 5 years		
	*	1
No answer	14	11

(See Pages 385 And 387--General
Public)

* Less than 1%.

17-b) Variations In Perceived Quality--Among The General Public

People generally maintain similar views on the quality of education received at CAATs, regardless of their age, sex, occupation or income. The differences cited opposite are relatively minor.

People who have had some post-secondary education appear to be more impressed with the quality of education received at CAATs than are those with less formal education. Additionally, younger people and those living in mid-sized communities appear relatively positive towards the system.

17-b) (Continued)

		Percent Of General Public Stating Quality Of Edu- cation At CAATs Has ...	
		<u>Improved</u>	<u>Deteriorated</u>
Total	(1000) %	59	5
<u>Sex:</u>			
Male	(492) %	60	6
Female	(508) %	58	4
<u>Age:</u>			
Under 30 years	(301) %	67	5
30 to 49 years	(374) %	54	6
50 years and older	(326) %	58	3
<u>Community Size:</u>			
Over 500M	(375) %	57	6
100 to 500M	(177) %	67	7
30 to 100M	(115) %	54	3
Under 30M	(333) %	59	4
<u>Occupation:</u>			
Professional, executive, manager, owner	(107) %	60	8
Other	(890) %	59	5
<u>Education: *</u>			
Public school or less	(259) %	54	5
Minimum some secondary school	(435) %	56	5
Minimum some post- secondary	(225) %	63	7

(See Pages 385 And 387--General
Public)

* Students not included.

18. Reasons For Stating Quality Of Education Received By
Students At CAATs Has Improved

Among members of the general public and students who feel the quality of education at CAATs has improved, change in program and curriculum content is most often mentioned as a reason for the belief that quality has improved. In addition, good job preparation and, to a lesser extent, the availability of "better instructors" are believed to have had a positive impact on the quality of education provided by CAATs.

18. (Continued)

	Percent Of Those Who State Quality Of Edu- cation Has Improved:	
	General	
	Public	Students
	(589) %	(290) %
<u>Volunteered Reasons:*</u>		
Improved/meaningful programs, curriculum	28	39
Good job/skill preparation	19	19
Better instructors, instructions	13	11
Better facilities/	4	4
Job prospects very good in graduates	4	5
Good alternative to university	4	4
Quality of student has improved	3	2

(Derived From Tables On Pages 390
And 393--General Public)

* Multiple mentions permitted.

19-a) Attitudes Toward CAATs And CAAT Students--Among The General Public

The tables following illustrate the opinion of the general public on a number of issues pertinent to the CAAT system and its students. The opinions of students are presented in the next section of this report.

The wide majority of the general public thinks the CAAT system should be flexible in terms of the classes it offers by providing courses for adults who wish to take them for general interest. In addition, most believe that colleges should provide courses for mature students who require job re-training or upgrading. Further, there is strong agreement among the general public that remedial courses should be offered at CAATs.

Communication

Members of the general public are more positive about the CAAT system's ability to communicate its objectives to the public than they are about the communication offered by the university system.*

* See sub-section 12-a)

Attitudes Related To Financing

About one-third of the general public do not state a position on the issues related to financing. Among those that do, opinion is mixed regarding the amount of money now being spent on colleges. However, the majority express a positive opinion regarding the overall management of existing budgets. This attitude possibly reflects the general positive image of the CAAT system held by the general public.

The majority do not favour an increase in fees.

Attitudes Related To Students

Among the general public stating an opinion about the relative maturity and preparation of CAAT students, opinion is divided with roughly equal proportions of the public taking a positive and negative posture on these issues.

19-a) (Continued)

		Percent Of General Public Stating ...					Average Rat- ing* #
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly	
<u>Attitudes Toward CAATs Related To Types Of Programs:</u>							
Colleges should provide courses for adults who wish to take them for general interest	(1000) %	47	80 33	6	4	7 3	+ 1.3
Colleges should provide job skill refresher/upgrad- ing courses for adults	(1000) %	55	87 32	5	1	2 1	+ 1.5
Colleges should provide remedial or upgrading courses for stu- dents who lack necessary qualifi- cations in specific subjects or skills	(1000) %	35	72 37	13	5	9 4	+ 1.0
<u>Communication:</u>							
Colleges do a good job of letting the public know about their objectives or goals	(1000) %	14	42 28	27	17	25 8	+ 0.3

(See Pages 407 To 409 And 416--
General Public)

* Based on assigned values from '+2' = "agree strongly" to '-2' = "dis-
agree strongly".

19-a) (Continued)

		Percent Of General Public Stating ...					Average Rating* #
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly	
<u>Attitudes Toward CAATs Related To Financing:</u>							
Not enough money is being spent on colleges	(1000) %	6	20 14	39	22	34 12	- 0.2
The money spent on the community college system is well spent	(1000) %	18	51 33	31	8	12 4	+ 0.6
College fees should be in- creased	(1000) %	3	10 7	31	22	52 30	- 0.8
<u>Attitudes Related To Students:</u>							
Students entering a college today are better pre- pared than be- fore	(1000) %	11	35 24	31	20	28 8	+ 0.1
Students entering a college are more mature than they used to be	(1000) %	11	38 27	30	17	26 9	+ 0.2

(See Pages 405, 406, 410, 415 And
417--General Public)

* Based on assigned values of '+2' = "agree strongly" to '-2' = "dis-
agree strongly".

19-b) Attitudes Toward CAATs And CAAT Students--
Among Students

Attitudes Related To Types Of Programs

Student opinion regarding the nature of programs offered at CAATs is very similar to the public at large. They favour a system which provides ongoing training for mature students. They also believe that the colleges should provide remedial or upgrading courses for students if they require them.

Communication

On the whole, students are relatively positive about the CAATs' ability to communicate with the general public.

Attitudes Related To Financing

Among those students expressing a position regarding the amount of money spent on the CAAT system, the majority feels it is not enough. However, on the whole, they feel existing monies are being well spent. Most do not support an increase in CAAT fees.

Attitudes Related To Students

Students' opinions about the preparation and maturity of students entering a CAAT is very similar to that expressed by the public at large. Of those that express an opinion, views are mixed.

19-b) (Continued)

		Percent Of Students Stating ...					Average Rat- ing* #
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly	
<u>Attitudes Toward CAATs Related To Types Of Programs:</u>							
Colleges should provide courses for adults who wish to take them for general interest	(438) %	49	81 32	5	4	5 1	+ 1.3
Colleges should provide job skill refresher/upgrad- ing courses for adults	(438) %	58	88 30	2	1	2 1	+ 1.6
Colleges should provide remedial or upgrading courses for stu- dents who lack necessary qualifi- cations in specific subjects or skills	(438) %	43	80 37	6	4	6 2	+ 1.3
<u>Communication:</u>							
Colleges do a good job of letting the public know about their objectives or goals	(438) %	11	42 31	23	20	26 6	+ 0.2

(See Pages 420, 421, 422 And 429--
General Public)

* Based on assigned values from '+2' = "agree strongly" to '-2' =
"disagree strongly".

19-b) (Continued)

		Percent Of Students Stating ...					Average Rating* #
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly	
<u>Attitudes Toward CAATs Related To Financing:</u>							
Not enough money is being spent on colleges	(438) %	9	31 22	45	15	18 3	+ 0.2
The money spent on the community college system is well spent ..	(438) %	12	47 35	32	10	12 2	+ 0.5
College fees should be in- creased	(438) %	1	7 6	21	22	64 42	- 1.1
<u>Attitudes Related To Students:</u>							
Students entering a college today are better prepared than before	(438) %	7	34 27	33	20	25 5	+ 0.1
Students entering a college are more mature than they used to be	(438) %	4	27 23	45	14	19 5	+ 0.1

(See Pages 418, 419, 423, 428 And
430--General Public)

* Based on assigned values of '+2' = "agree strongly" to '-2' = "dis-
agree strongly".

20. Attitudes Of CAAT Students To Specific Issues Related To The Interface

CAAT students were asked to respond to a number of statements related to their experience with the interface, that is, the transition from secondary school to a CAAT.

CAAT students have not experienced any course overlap between secondary schools and CAATs. In fact, these students are quite likely to claim that they do not have sufficient background knowledge in some of their courses.

It should be noted, however, that while these students are critical of the secondary school's performance in certain specific areas, a sizeable proportion appears to be, in general, relatively satisfied with the overall level of preparation provided by the secondary school system.

The majority of students (58%) finds it difficult to adjust to the teaching methods at their CAAT.

20. (Continued)

Percent Of Total CAAT Students Who ...							Aver- age Score* #
	Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly		
The material in some of my first year courses had already been studied at high school (51) %	-	-	19	32	80 48	- 1.3	
I found it easy to adjust to the college teaching methods (51) %	6	30 24	11	32	58 26	- 0.5	
I found that I did not have sufficient background knowledge for some of my courses (51) %	8	51 43	23	19	25 6	+ 0.3	
Overall, I found my high school did a good job of prepar- ing me for my first year college courses (51) %	14	43 29	23	14	33 19	± 0	

(See Pages 496 To 499--General
Public)

* Based on assigned values of '+2' = "agree strongly" to '-2' = "dis-
agree strongly".

II. STRUCTURE OF SECONDARY AND POST-SECONDARY EDUCATION

21-a) Attitudes Toward Compulsory Core

Individuals were asked if they thought certain subjects should be compulsory for all students in high schools, or whether the choice of courses should be left to students and their parents.

The need for a compulsory core of subjects is widely recognized among both the general public and students.

21-a) (Continued)

	Percent Of ... General Public (1000) %	Students (438) %
<u>Compulsory Core:</u>		
Certain subjects should be compulsory	77	81
Students/parents should make all their own choices	20	18
Don't know/not stated	3	1

(See Pages 310 And 313--General
Public)

21-b) Variations In Attitudes Toward Compulsory Core--Among
The General Public

Those individuals who tend to express more concern overall regarding the quality of education received by students at secondary schools, the better educated and those in senior job positions, also seem to be most vocal about the need for a compulsory core of subjects. Nevertheless, irrespective of classification, members of the general public definitely favour compulsory core.

			<u>Percent Stating Certain Subjects Should Be Com- pulsory</u>
<u>Family Composition And Education Status Of Children:</u>			
Have no children	(120)	%	77
Have children--Total	(664)	%	78
Not old enough to be in school	(79)	%	84
Any in public	(199)	%	80
Any in Grades 9 to 11	(148)	%	78
Any in Grades 12 or 13	(97)	%	83
Any in post-secondary	(69)	%	86
Older and have finished school	(48)*	%	79

(See Page 316--General Public)

* Data reported on bases of less than 50 must be interpreted with extreme caution.

21-b) (Continued)

		Percent In Each Case Stating Certain Subjects <u>Should Be Compulsory</u>
Total General Public	(1000) %	77
<u>Sex:</u>		
Male	(492) %	73
Female	(508) %	81
<u>Age:</u>		
Under 30 years	(301) %	79
30 to 49 years	(374) %	78
50 years and over	(326) %	74
<u>Community Size:</u>		
Over 500M	(375) %	76
100 to 500M	(177) %	77
30 to 100M	(115) %	72
Under 30M	(333) %	80
<u>Occupation:</u>		
Professional, executive, manager, owner	(107) %	89
Other	(890) %	76
<u>Education:*</u>		
Public school or less	(259) %	60
Minimum some secondary school	(435) %	80
Minimum some post- secondary school	(225) %	91

(See Pages 310 And 316--General
Public)

* Students not included.

21-c) Variations In Attitudes Toward
Compulsory Core--Among Students

The perceived need for compulsory subjects at secondary schools is widely held among students at all three types of institutions. University students, however, are most likely to state that certain subjects should be made compulsory.

21-c) (Continued)

		Percent Of Students In Each Case Stating Certain Subjects <u>Should Be Compulsory</u>
Total students	(438) %	81
Total Grade 12/13	(242) %	77
Total university	(144) %	92
Total CAAT	(51) %	73

(See Page 322--General Public)

22-a) Compulsory Core Subjects

Those individuals who state there is a need for compulsory subjects were asked to indicate which subjects should be compulsory. The subjects volunteered by the general public and students have been grouped into broad categories. For example, "mathematics" includes mentions of algebra, geometry, trigonometry, statistics and logic. "Science" includes physics, chemistry and biology.

Of those members of the general public and students who want a compulsory core of subjects, the large majority claims that courses related to the development of first language skills and mathematics should be made compulsory for all students.

No consensus of opinion appears to exist with respect to the inclusion of other discipline areas in a compulsory core of subjects.

22-a) (Continued)

	Percent Of Those Who State There Should Be Compulsory Subjects:	
	<u>General Public</u>	<u>Students</u>
	(770)	(356)
	%	%
<u>Suggested Compulsory Subjects:</u>		
First language--composition, communication skills	95	96
Mathematics	90	91
Second language--French/anglais	22	24
Science	25	41
Social, political, computer science, geography	22	20
History	32	26
Arts/miscellaneous	27	34

(See Pages 314, 331 To 334 And
335 To 338--General Public)

22-b) Compulsory Subjects--Level--General Public

Those members of the general public who volunteered specific subjects which they felt should be made compulsory were asked to indicate for each whether it should be studied every year or for one or two years.

The majority of individuals who suggest that first language courses, mathematics and second language courses should be compulsory also think that these subjects should be studied every year. There is less agreement on the number of years to be spent studying the other subject areas.

22-b) (Continued)

	Percent Of General Public Who State There Should Be Compulsory Subjects ...	
	Should Be	Should Be
	Studied Every	Studied For
	Year	1 Or 2 Years
	(770)	(770)
	%	%
<u>Suggested Compulsory Subjects:</u>		
First language--composition, communication skills	87	7
Mathematics	76	13
Second language--French/anglais	16	6
Science	15	10
Social, political, computer science, geography	12	10
History	18	14

(See Detailed Tables Pages 331
To 334)

22-c) Compulsory Subjects--Level--Among Students

Most students who believe that a compulsory core is required at secondary schools think first language courses should be studied every year at secondary school. The majority also indicates that mathematics should be made a compulsory subject at all levels of secondary school.

As witnessed among the wider public, no consensus of opinion on the number of years of study to be required for other subject areas is in evidence among Ontario students.

22-c) (Continued)

	Percent Of Those Students Who State There Should Be Compulsory Subjects ...	
	Should Be Studied Every Year	Should Be Studied For 1 Or 2 Years
	(356)	(356)
	%	%
<u>Suggested Compulsory Subjects:</u>		
First language--composition, communication skills	85	10
Mathematics	69	21
Second language--French/anglais	13	11
Science	22	19
Social, political, computer science, geography	7	13
History	10	15

(See Pages 335 To 338--General Public)

23-a) Method Of Assessing Student Proficiency--SSGD

Individuals were presented with a list of possible ways students can be evaluated, and were asked to indicate which one they thought would be the best method of assessing students before either a Secondary School Diploma or a Secondary School Honour Diploma is granted.

The table following examines the responses of the general public and students regarding assessment for the SSGD.

About half of the general public prefer some form of externally imposed evaluation (either standardized achievement tests or provincially set examinations), with the majority in favour of a combination of provincially set exams and teacher evaluation.

The majority of students (65%) feels that the school should be responsible for assessment. Of this group, most prefer a combination of school set examinations and teacher evaluation.

23-a) (Continued)

	Percent Of ...	
	General Public	Students
	(1000)	(438)
	%	%
<u>Type Of Student Evaluation Before Granting:</u>		
<u>SSGD:</u>		
Marks from common exams set by the Province and evaluation by teachers	26	17
Standardized achievement tests and evaluation by teachers	7	9
	50	34
Marks from common exams set by Province	14	6
Standardized achievement tests	3	2
Marks from exams set by the students' school and evaluation by teachers	22	38
Marks from exams set by students' own school	8	5
	47	65
Evaluation by teachers based on students' schoolwork during the year	17	22

(See Pages 311 And 314--General Public)

23-b) Method Of Assessing Student Proficiency--SSHGD

In comparison to their reaction on the possible ways of assessing potential SSGD recipients, the general public is slightly more convinced that the award of an SSHGD should be preceded by some externally imposed standard of evaluation. Similarly, students are also somewhat more likely to accept an externally imposed standard of evaluation before receipt of an SSHGD. It should, however, be noted that students are more likely than are members of the general public to prefer some type of "in school" assessment when considering the granting of either type of diploma.

23-b) (Continued)

	Percent Of ...	
	General Public	Students
	(1000)	(438)
	%	%
Type Of Student Evaluation Before Granting:		
SSHGD:		
Marks from common exams set by the Province and evaluation by teachers	32	27
Standardized achievement tests and evaluation by teachers	8	10
	58	49
Marks from common exams set by Province	15	11
Standardized achievement tests	3	1
Marks from exams set by the students' school and evaluation by teachers	22	30
Marks from exams set by students' own school	5	5
	38	49
Evaluation by teachers based on students' schoolwork during the year	11	14

(See Pages 312 And 315--General Public)

24-a) Attitudes Related To University
Admission Practices--General Public

The tables following detail responses of the general public to a series of attitudinal statements dealing with university admission practices.

While members of the general public think that the grade levels of secondary school graduates should be taken into consideration for university admission, opinion is divided regarding the grade level which should be required for admission. However, the majority agree that students should be screened on the basis of their performance in common or standardized examinations.

Public opinion is mixed when considering whether universities should impose quotas on the subject areas or disciplines according to the needs of the labour force. However, the majority of the general public thinks that, once admitted, students should be provided with remedial courses, if required.

24-a) (Continued)

		Percent Of General Public Stating ...					Aver- age Score*
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly	
Attitudes Related To University Admission Practices:							#
Only students with high marks should be considered for entrance to uni- versity	(1000) %	15	37 22	12	28	43 15	- 0.5
Universities should be open to all high school graduates regardless of their marks at high school	(1000) %	7	27 14	11	29	62 33	- 0.7
University appli- cants should be screened on the basis of their performance in common standard- ized examination	(1000)%	21	55 34	20	14	19 5	+ 0.6
Universities should impose quotas on the subject areas or disciplines a student studies de- pending on the needs of the labour force	(1000) %	14	44 30	19	18	30 12	+ 0.2
Universities should provide remedial or upgrading courses for students who lack necessary qual- ifications in speci- fic subjects or fields	(1000) %	25	61 36	13	11	20 9	+ 0.6

(See Pages 585, 587, 588 And 591--
General Public)

* Based on assigned values from '+2' = "agree strongly" to '-2' = "dis-
agree strongly".

24-b) Attitudes Related To University
Admission Practices--Students

On the whole, students' views parallel those of the general public.

The principal exceptions to this are related to entrance requirements. Students are more likely to disagree that either high marks or standardized examinations should be the criteria applied to determine university entrance.

		Percent Of Students Stating ...					Average Score* #
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly	
<u>Attitudes Related To University Admission Practices:</u>							
<u>Universities Should Impose Quotas On The Subject Areas Or Disciplines A Stu- dent Studies Depend- ing On The Needs Of The Labour Force:</u>							
Total Students	(438) %	12	44 32	19	18	33 15	+ 0.1
University Students	(105) %	12	44 32	12	19	41 22	- 0.1
<u>Universities Should Provide Remedial Or Upgrading Courses For Students Who Lack Necessary Qualifica- tions In Specific Subjects Or Fields:</u>							
Total Students	(438) %	31	71 40	9	10	15 5	+ 0.9
University Students	(105) %	29	73 44	8	11	17 6	+ 0.8

* Based on assigned values of '+2' = 'agree strongly' to '-2' = 'disagree strongly'.

24-b) (Continued)

		Percent Of Students Stating ...					Average Score* #
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly	
<u>Attitudes Related To University Admission Practices:</u>							
<u>Only Students With High Marks Should Be Considered For Entrance To Univer- sity:</u>							
Total Students	(438) %	7	24 17	11	34	59 25	- 0.6
University Students	(105) %	6	19 13	13	34	65 31	- 0.7
<u>Universities Should Be Open To All High School Graduates Re- gardless Of Their Marks At High School:</u>							
Total Students	(438) %	8	22 14	12	32	62 30	- 0.6
University Students	(105) %	8	20 12	7	33	71 38	- 0.8
<u>University Applicants Should Be Screened On The Basis Of Their Performance In Common Standardized Examina- tions:</u>							
Total Students	(438) %	11	40 29	21	20	34 14	± 0
University Students	(105) %	13	38 25	17	28	42 14	± 0

(See Pages 641, 643, 644 And 645--
General Public)

* Based on assigned values of '+2' = "agree strongly" to '-2' = "disagree strongly".

25-a) Attitudes Toward CAAT Admission Practices--
General Public

Public sentiment is divided regarding the desirability of screening candidates for CAATs on the basis of their marks at secondary school. Only about four-in-ten favour the existing open admission policy. The majority of the public, however, thinks that CAATs should not restrict admittance to only those with high marks.

The public also favours a common or standardized form of examination to be used as the basis for assessing CAAT applicants.

The general public tends to favour a system which places quotas on the subjects or courses a student takes, depending on the needs of the labour force.

25-a) (Continued)

		Percent Of General Public Stating ...					Average Rat- ing* #
		Agree	Agree	Neither	Dis-		
		Agree	Some-	Nor	agree		
		Strongly	what	Disagree	Some-	Disagree	
					what	Strongly	
<u>Attitudes Towards</u>							
<u>CAATs Related To</u>							
<u>Admission Practices:</u>							
Only students with high marks should be considered for entrance to a col- lege	(1000) %	6	17 11	14	36	63 27	- 0.7
College should be open to all high school graduates regardless of their marks at high school	(1000) %	18	40 22	15	25	39 14	+ 0.1
College applicants should be screened on the basis of their performance in common or standardized exam- inations	(1000) %	17	47 30	21	17	25 8	+ 0.3
Colleges should impose quotas on the subjects stu- dents study de- pending on the needs of the labour force	(1000) %	18	49 31	18	15	27 12	+ 0.3

(See Pages 411 To 413--General
Public)

* Based on assigned values of '+2' = "agree strongly" to '-2' = "dis-
agree strongly".

25-b) Attitudes Toward CAAT Admission Practices--Students

More than 7-in-10 students disagree with the suggestion that CAAT admission should be restricted to those with high grades. As was evident in the opinion of the general public, however, there is no clear majority in favour of an entirely "open admission" policy. Students are less likely than members of the general public to support the use of common or standardized examination to screen applicants.

The students' level of agreement in evidence for the imposition of quotas on subjects offered for study is similar to that of the general public.

25-b) (Continued)

		Percent Of Students Stating ...					Average Rat- ing* #
		Agree Strongly	Agree Some- what	Neither Nor Disagree	Dis- agree Some- what	Disagree Strongly	
Attitudes Toward CAATs Related To Admission Practices:							
Only students with high marks should be considered for entrance to a col- lege (438) %		2	7 5	10	37	76 39	- 1.1
College should be open to all high school graduates regardless of their marks at high school (438) %		17	45 28	9	27	38 11	+ 0.2
College applicants should be screened on the basis of their performance in common or standardized exam- inations (438) %		8	31 23	21	24	39 15	- 0.2
Colleges should impose quotas on the subjects stu- dents study de- pending on the needs of the labour force (438) %		18	49 31	15	17	29 12	+ 0.3

(See Pages 424 To 427--General
Public)

* Based on assigned values of '+2' = 'agree strongly' to '-2' = 'dis-
agree strongly'.

26. Attitude Toward Grade 13

The majority of both the general public and students are not in favour of abolishing Grade 13.

26. (Continued)

		Percent Of General Public Stating ...					
		Agree	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly	Aver- age Score*	
		Strongly what	Disagree	what	Strongly	#	
Grade 13 should be eliminated	(1000) %	17	27 10	24	15 46 31	- 0.4	

		Percent Of Students Stating ...					
		Agree Strongly	Agree Some- what	Neither Agree Nor Disagree	Dis- agree Some- what	Disagree Strongly	Aver- age Score* #
Grade 13 should be eliminated--Total	(438) %	16	27 11	14	17	58 41	- 0.6
Total Grade 12/13	(242) %	13	25 12	16	11	58 47	- 0.7
Total University	(144) %	19	28 9	10	24	62 38	- 0.5
Total CAAT	(51) %	20	28 8	22	24	50 26	- 0.3

(See Pages 198 And 266--General
Public)

* Based on assigned values from '+2' = "agree strongly" to '-2' = "dis-
agree strongly".

27. Profile Of Respondents

The tables following detail the characteristics of the general public and students.

-a) General Public

	Percent Of Total General Public
	(1000)
	%
<u>Respondent Characteristics:</u>	
<u>Sex:</u>	
Male	49
Female	51
<u>Age:</u>	
Under 30 years	30
30 to 39 years	19
40 to 49 years	19
50 to 59 years	14
60 years and older	18
<u>Marital Status:</u>	
Married	70
Single	22
Widow(er), divorced, separated	8
<u>Mother Tongue:</u>	
English	79
French	5
Other	16
<u>Community Size:</u>	
Over 500M	38
100 to 500M	18
30 to 100M	12
Under 30M	33

... Continued

27-a) (Continued)

	Percent Of Total General Public
	(1000)
	%
<u>Respondent Characteristics:</u>	
<u>Education:</u>	
Some, graduated grade school	16
Some, graduated high school	43
Some, graduated university	10
Some, graduated CAAT	6
Other post-secondary institution	7
<u>Occupation Of Respondent:</u>	
Professional, executive, manager, owner	11
Sales, clerical, other white-collar	8
Skilled labour	17
Unskilled labour	4
Farmer	2
Homemaker only	27
Homemaker working part-time	4
Homemaker working full-time	11
Student	8
Retired, pensioned	7
Unemployed	1

27. (Continued)

-b) Students

	Percent Of Total Students*
	<u>(438)</u>
	%
<u>Respondent Characteristics:</u>	
<u>School Attended 1974/75:</u>	
<u>Public Secondary School:</u>	
Grade 12	35
Grade 13	20
<u>Ontario University:</u>	
Year 1	9
Year 2	12
Year 3 or 4	12
<u>College Of Applied Arts And Technology:</u>	
Year 1	6
Year 2	3
Year 3	3
<u>Plans For 1975/76:</u>	
To attend secondary school	21
To attend university	41
To attend a CAAT	17
To attend other post-secondary institution	2
To work full-time	14
Other	1
Don't Know, Not Stated	4
<u>Sex:</u>	
Male	53
Female	47

... Continued

27-b) (Continued)

	Percent Of Total Students*
	<u>(438)</u>
	%
<u>Respondent Characteristics:</u>	
<u>Education Of Male Parent/Guardian:</u>	
Some, graduated grade school	25
Some, graduated high school	42
Some, graduated university	15
Some, graduated technical, senior college	7
Don't Know	10
<u>Education Of Female Parent/Guardian:</u>	
Some, graduated grade school	21
Some, graduated high school	52
Some, graduated university	10
Some, graduated technical, senior college	9
Don't Know	8

* Total number of students obtained in the general public sample and student sample who qualified as per student definitions previously stated.

ADDENDUM

The foregoing represents the findings of one of three projects which were conducted concurrently under the auspices of the Ministry of Education, and the Ministry of Colleges and Universities. The analysis of Project I then, in its confinement to the results of the opinion surveys, does not attempt a comprehensive analysis of the research program of which it is part, along with Project II, "Nature Of Students" and Project III, "Nature Of Programs".

